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ABSTRACT

The Lohrville Career Education Model (LCEM) is a successful program to influence the decision of rural high school students to remain in the community after graduation and to help them examine local occupational opportunities and potential. The LCEM consists of a 7-unit course in local history, rural living, rural economy, rural attitudes, personal attitudes, career opportunities, and senior citizens. The course is taught to seniors in two-week sessions in the fall and spring. Following each session seniors are placed for two weeks in the work environments of local community resource persons. Program evaluation is by pre- and post-test and final examination. According to 1978 pilot test results senior students can meet program objectives of: (1) learning local history and rural philosophy; (2) becoming aware of local career opportunities; and (3) improving their attitudes towards rural life, careers, community growth, and education. The program should be continued longitudinally. It should be taught on a limited basis at the junior level and expanded to 6-8 weeks per semester at the senior level. Appendices include attitude surveys, course syllabus, student activities and objectives for 32 career subject areas, student and resource person reports, and evaluation instruments. (SB)

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TOWARD COMMUNITY GROWTH

A CAREER EDUCATION MODEL FOR IOWA AND OTHER PREDOMINANTLY RURAL STATES

by Roger A. Baskerville, Ph.D.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Arrowhead Area Education Agency
Learning Resource Center
Fort Dodge, Iowa 50501
- 1979 -

To My Daughters

Sara Ann Baskerville

and

Amanda Jeanne Baskerville

May their future lives
and the lives of our
Dream Children be blessed
with all the qualities
that are Rural.

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TABLE OF CONTENTS

	Page
FOREWORD	1
INTRODUCTION	3
Footnotes	4
TO BE, OR NOT TO BE. . .IT'S A QUESTION OF ATTITUDE	6
Footnotes	14
LESSONS IN 'RURAL'	15
Specific Local Emphasis	17
Rural Living and Rural Life Styles: A Psychological Approach	17
Rural Economy and Rural Finance	18
'Rural:' A Gestalt Approach	18
Individual Attitudes and Personalities in a Rural Community	20
Careers: City vs. Rural	20
The Generation Gap	21
Footnotes	22
LOHRVILLE SENIORS WORKING "TOWARD COMMUNITY GROWTH"	23
THE DEVELOPMENT OF A RURAL CAREER EDUCATION MODEL	30
An Educational Policy and An Educational Philosophy	31
The Lohrville Career Education Model	35
A Pilot Test on the Operational Utility of the LCEM	40
Organization of the Pilot Test	40
Conclusions Derived from the Pilot Test	43
Career Education: A Philosophical Foundation	43
Career Education: A Practical Foundation	44
Summary	46
Footnotes	47
ATTITUDINAL RESPONSES FROM STUDENTS AND RESOURCE PERSONNEL	48
Attitudinal Analysis	49
NARRATIVE RESPONSES FROM STUDENTS AND RESOURCE PERSONNEL	51
Analysis of the Narrative from Question 1	53
Analysis of the Narrative from Question 2	56
Analysis of the Narrative from Question 3	58
Analysis of the Narrative from Question 4	60
Summary of the Analysis from Questions 1-4	61
THE ROLE OF THE SCHOOL IN A SMALL COMMUNITY	62
Analysis of the Narrative from Question 5	65
Administratively Defining the Role of the School in a Small Community	67
The Role of the School in a Small Community by T. R. Craigmile, Jr.	67
The Role of the School in a Small Community by Jim Gilpin	68
The Role of the School in a Small Community by Keith Hart	69
The Role of the School in a Small Community by Lyle R. Kooiker	70
The Role of the School in a Small Community by Elmer Prescott	71
The Role of the School in a Small Community by Al J. Sinek	72
Summary of the Superintendents' Biographical Data	73
Analysis of the Narrative from the Superintendents' Essays Defining the Role of the School in a Small Community	73
Summary of Narrative Responses from Students, Resource Personnel and Superintendents Which Provides a Consensus Definition for the Role of the School in a Small Community	74

THE ROLE OF THE AREA EDUCATION AGENCY IN PRESERVING THE SCHOOL
IN THE SMALL COMMUNITY 75
by Robert E. Dunlap
PRESENTATION AND ANALYSIS OF THE DATA 77
CONCLUSIONS AND RECOMMENDATIONS 115
Recommendations 116
APPENDICES

LIST OF TABLES

TABLE	TITLE	PAGE
1	Pretest/posttest attitudinal percentages of the experimental and control group respondents for the *LCEM* survey question "A big city school provides its students with a much better education than a small rural school"	78
2	Pretest/posttest attitudinal percentages of the experimental and control group respondents from the *LCEM* survey question "Education is not really important for a life-time job in my community"	79
3	Pretest/posttest attitudinal percentages of the experimental and control group respondents from the *LCEM* survey question "The community in which you live and in which you attend school is rural"	80
3A	A comparison of pretest/posttest attitudinal percentages between experimental group respondents and control group respondents for the *LCEM* survey question "The community in which you live and in which you attend school is rural"	81
4	Pretest/posttest attitudinal percentages of the experimental and control group respondents from the *LCEM* survey question "Rural people are discriminated against by people in big cities"	82
4A	A comparison of pretest/posttest attitudinal percentages between experimental group respondents and control group respondents for the *LCEM* survey question "Rural people are discriminated against by people in big cities"	83
5	Pretest/posttest attitudinal percentages of the experimental and control group respondents from the *LCEM* survey question "Rural people are discriminated against by those who make the laws"	84
6	Pretest/posttest attitudinal percentages of the experimental and control group respondents from the *LCEM* survey question "Rural people are a minority"	85
7	Pretest/posttest attitudinal percentages of the experimental and control group respondents from the *LCEM* survey question "City people have more culture than rural people"	86
8	Pretest/posttest attitudinal percentages of the experimental and control group respondents from the *LCEM* survey question "All rural communities are basically the same"	87
9	Pretest/posttest attitudinal percentages of the experimental and control group respondents from the *LCEM* survey question "All city communities are basically the same"	88
10	Pretest/posttest attitudinal percentages of the experimental and control group respondents from the *LCEM* survey question "There is more of a future in the city than in rural areas"	89

TABLE	TITLE	PAGE
11	Pretest/posttest attitudinal percentages of the experimental and control group respondents from the *LCEM* survey question "You will leave your community after you graduate from high school"	90
11A	A comparison of pretest/posttest attitudinal percentages between experimental group respondents and control group respondents for the *LCEM* survey question "You will leave your community after you graduate from high school"	91
12	Pretest/posttest attitudinal percentages of the experimental and control group respondents from the *LCEM* survey question "Your community offers no opportunities for young people"	92
13	Pretest/posttest attitudinal percentages of the experimental and control group respondents from the *LCEM* survey question "There is a future for you in your community"	93
14	Pretest/posttest attitudinal percentages of the experimental and control group respondents from the *LCEM* survey question "The older people in your community, ages 50 on up, are concerned about building the community for future generations"	94
15	Pretest/posttest attitudinal percentages of the experimental and control group respondents from the *LCEM* survey question "Most older people could care less about the younger people in your community"	95
16	Pretest/posttest attitudinal percentages of the experimental and control group respondents from the *LCEM* survey question "Your community has a personality all its own"	96
16A	A comparison of pretest/posttest attitudinal percentages between experimental group respondents and control group respondents for the *LCEM* survey question "Your community has a personality all its own"	97
17	Pretest/posttest attitudinal percentages of the experimental and control group respondents from the *LCEM* survey question "The community and the school must work together if both are to survive"	98
18	Pretest/Posttest attitudinal percentages of the experimental and control group respondents from the *LCEM* survey question "Your schools' administration and faculty are sincerely interested in building and promoting your community"	99
19	Pretest/posttest attitudinal percentages of the experimental and control group respondents from the *LCEM* survey question "It is important to know the power or organizational structure of a community if an individual wants to prosper in that community"	100

TABLE	TITLE	PAGE
19A	A comparison of pretest/posttest attitudinal percentages between experimental group respondents and control group respondents for the *LCEM* survey question "It is important to know the power or organizational structure of a community if an individual wants to prosper in that community"	101
20	Pretest/posttest attitudinal percentages of the experimental and control group respondents from the *LCEM* survey question "It is important to work within the organized system of a community if one wants his community to grow"	102
20A	A comparison of pretest/posttest attitudinal percentages between experimental group respondents and control group respondents for the *LCEM* survey question "It is important to work within the organized system of a community if one wants his community to grow"	103
21	Pretest/posttest attitudinal percentages of the experimental and control group respondents from the *LCEM* survey question "If a few individuals control the economy of a community they are, in reality, the real leaders of the community"	104
22	Pretest/posttest attitudinal percentages of the experimental and control group respondents from the *LCEM* survey question "If those who control the economy of a rural community refuse to invest money in the community to further build or support it, that community will more than likely die"	105
23	Pretest/posttest attitudinal percentages of the experimental and control group respondents from the *LCEM* survey question "The enthusiasm or attitude of a community's citizens determines whether the community will live or die"	106
24	Pretest/posttest attitudinal percentages of the experimental and control group respondents from the *LCEM* survey question "The attitude of the citizens in my community is not very good"	107
25	Pretest/posttest attitudinal percentages of the experimental and control group respondents from the *LCEM* survey question "The attitude of a community is reflected in the overall attitude of the community's students"	108
26	Pretest/posttest attitudinal percentages of the experimental and control group respondents from the *LCEM* survey question "The attitude of our community's teachers is important in building our community"	109
27	Pretest/posttest attitudinal percentages of the experimental and control group respondents from the *LCEM* survey question "The attitude of our community's administrators is important in building our community"	110

TABLE	TITLE	PAGE
27A	A comparison of pretest/posttest attitudinal percentages between experimental group respondents and control group respondents for the *LCEM* survey question "The attitude of our community's administrators is important in building our community"	111
28	Pretest/posttest attitudinal percentages of the experimental and control group respondents from the *LCEM* survey question "The attitude you have toward the future, successful growth of your school and your community is basically negative"	112
29	Pretest/posttest attitudinal percentages of the experimental and control group respondents from the *LCEM* survey question "Your community has a unique history"	113
30	Pretest/posttest attitudinal percentages of the experimental and control group respondents from the *LCEM* survey question "It is important for you to study the history of your community"	114

APPENDICES

APPENDIX A — LCEM Attitudinal Survey
APPENDIX B — *Toward Community Growth:* Course Syllabus
APPENDIX C — Self-Identified Occupational Interests/Kuder DD OIS Results
APPENDIX D — Activities/Objectives for Senior Students
APPENDIX E — Lohrville Career Education Model/Student Report
APPENDIX F — Lohrville Career Education Model/Resource Person Report
APPENDIX G — LCEM Final Examination - Fall Term
APPENDIX H — LCEM Final Examination - Spring Term
APPENDIX I — Program Evaluation and Review Techniques
APPENDIX J — LCEM-CE Fall Occupational Experiences
APPENDIX K — LCEM-CE Spring Occupational Experiences
APPENDIX L — Elementary Local Career Education Visitations
APPENDIX M — Bibliography

FOREWORD

On June 19, 1978 the Lohrville Community Schools of Lohrville, Iowa received the following correspondence from 6th District Congressman, Berkley Bedell:

Dear Dr. Baskerville,

I am happy to tell you that I received the enclosed grant notification from the Office of Education, HEW. The grant, in the amount of $21,517, is granted to demonstrate the most effective methods and techniques in career education.

With best wishes for continued success, I remain,

Sincerely yours,
BERKLEY BEDELL
Member of Congress

(Originally the Lohrville Community Schools had requested a four-year federal grant to demonstrate a promising rural career education model. The original four-year longitudinal study had to be condensed into a one year program since the federal government would not fund new programs on an initial multi-year basis. Lohrville was assured by federal grant negotiators, however, that top priority would be given to those institutions wishing to reapply for a previously funded grant.)

June 19, 1978 did mark the beginning of a new era for the Lohrville Community School District. This rural, K-12 educational system had gained not only national recognition for an academic innovation, but more importantly the opportunity to produce a program of local, state and national significance for *all* rural school districts was now a distinct possibility. That's all Lohrville wanted; an opportunity. An opportunity to pragmatically demonstrate to the State Legislature that Iowa is rural-rooted in her rich heritage; that the motto, "Iowa - A Place to Grow," is not just intended for the so-called urban-based population centers within the State. An opportunity to prove to Iowa lawmakers that rural growth and rural community reiuvenation are possible with legislative encouragement; not only financially, but attitudinally as well. The opportunity to demonstrate that rural citizens, possessors of a culture and educational philosophy inherent in agrarian-based peoples, are indeed intelligent human beings, worthy of being listened to, and believed, in the greatest agricultural state in the nation. And, of equal importance, the opportunity to 'prove,' statistically and empirically to the Iowa Department of Public Instruction, (DPI), that rural schools within rural communities are not merely so many pawns to be moved, merged, eliminated, vacuumized, or reorganized at the whim and fancy of a Des Moines-based education power structure. Suffice it to say, as microscopic as they might seem, those opportunities are now affordable. They exist for those school districts and communities who wish to 'work' at survival.

Certain aspects or phrases of this report may appear to be 'emotionalized' or 'opinionated' and therefore termed unscholarly to the trained academician. So be it. Educators and lay citizens, for decades, have been literally besieged with reports, studies, data, significant percentages, correlations, norms, means, medians, transactional analyses, assumptions, null hypotheses, rejections and acceptances at predetermined alpha levels, control groups, experimental groups, cost efficiency studies, centralization studies, program deficiency reports, educational modes and models of all shapes and sizes, and conclusions ranging from the unthinkable to the unintelligible. In order to conform to federal reporting guidelines, this study will obviously include several of those prerequisites cited in the aforementioned 'laundry list.' Input, referred to by the state educational and legislative hierarchies as 'emotion' and/or 'opinion,' will also be included. When speaking of education in terms of affecting the total growth of a child, *emotion* must naturally be included. Existing within every 'being' of flesh and blood are varying degrees of emotion. To deny this existence is pure fallacy. For years legislative leaders and educational headmasters within the State of Iowa have told enlightened proponents of rural education that educational values cannot be argued "emotionally." "We must be 'objective' in charting the future of Iowa schools." Like good debaters rural citizens complied. Rural-biased research now matches urban-biased research. A 'significant' counterpoint has been established for every researched contention; on both sides of the issue.

As the studies have grown more voluminous, however, so have the 'emotions' and/or 'opinions' of well-intentioned social scientists and educational researchers trying to 'drive home' a logical point of 'common sense;' (or perhaps *un*common sense?). In striving to detect a light at the end of the 'where-will-it-all-end' tunnel, this researcher has found it next to impossible to divorce 'emotionalism' from any study or report dealing with that i[illegible] term, EDUCATION. Every morsel, every [illegible], every aspect of education which touches a life evokes an emotion. In some, this emotion is more readily observable; in others it bubbles, flows, or resides below the visible surface. Denial of this 'opinion' on 'emotion' being inherent within a human to human learning/teaching situation would lead one to question whether students are flesh and blood recipients of knowledge, or mechanical learning devices. It only seems logical to assume that when people teach other people, a certain degree of emotionalism or opinion will become a significant part of the learning process.

And, if my learned colleagues will forgive this rather humble attempt at syllogistic reasoning, do not human emotions, derived through learning processes, invariably lead to the formulation of human attitudes? If this conclusion is acceptable, what we really have is a study on attitudes, human attitudes formulated through, and by, human emotions. Therefore, let us surmise that learned emotions invariably produce learned attitudes which often dominate, or at least influence, human reasoning. Conclusion: In order to have a 'conflict' of interest, (here evidenced by the question of whether or not rural schools and rural communities should be permitted to survive), there must exist conflicting attitudes; attitudes developed through learned emotions and thereby influencing and/or dominating human reasoning.

Emotions govern all aspects, all issues concerning the future of Iowa's public schools' sector. To those who cry "objectivity" let it be known that a more comprehensive degree of objectivity exists when the issues being debated do not include one's own school or one's local community. To the 'objectivists' everywhere sitting in positions of controlling authority and power, let it also be known that the reorganization of city schools and the loss of some 'neighborhood' buildings is *not* comparable to the loss of *one* school in *one* building in *one* rural community. It's a textbook 'apples and oranges' comparison. When a neighborhood school closes in a metropolitan area, the city, the metropolis, lives on. In rural communities the closing of *the* school more often than not means the *closing* of *the* community. In rural Iowa, in rural America, much more is at stake than the physiological inconvenience of busing students across the same city to a different building; it means, how do we cope with the "psychological effect" accompanying the loss of identity when the *one school,* when the *one neighborhood,* is lost? This is an honest question. Rural citizens deserve an honest answer.

Toward Community Growth is an attitudinal study. The study is set in Calhoun County, a decidedly rural county in a predominantly rural state. The communities of seven kindergarten through twelfth, (K-12), school districts exist within the county. A total of 269 seniors are enrolled in the schools. Total enrollment of the seven districts ranges from a high of 750 students to a low of 232 students. Six of the county's seven senior classes served as control groups for the study. Lohrville's senior class provided the experimental sector. Attitudes of senior students in all seven K-12 school districts concerning various aspects of rural life were determined through a pretest and a posttest. Appendix A. Only Lohrville senior students experienced the federally funded career education program *Toward Community Growth.* The program was designed to influence the decision of rural students to remain in the community following graduation from high school. With the help of resource people in the local community and surrounding school districts potential and existing job availabilities and opportunities were examined and experienced. Attitudes and emotions concerning the benefits of rural occupations and rural lifestyles were taught in a class specifically designed for exploiting the rural way of life. The results of the study did show statistically significant attitudinal gains toward rural life, rural occupations, rural education and rural community growth. The study did produce a 'hands-on,' practical learning/teaching packet for the purpose of interesting students in their local communities and promoting community growth. This writer can honestly and sincerely state, *Toward Community Growth* is a tried, tested and proven career education model . . . for Iowa and other predominantly rural states.

INTRODUCTION

In 1971 Dr. Kent B. Winter stated in his University of Iowa Doctoral Thesis that "the migration of rural people, particularly young people, has been going on for some years and will continue. Occupational and educational opportunities may better be provided for in the rural areas. . ."[1] Winter ultimately concluded that "only a small percentage of the farm youth in his study indicated a desire to continue residence in a rural area because "these youth have realized the lack of opportunity,"[2] primarily occupational, which exists for them. In his recommendations for overcoming this dilemma, the following paraphrased suggestions were selected as being those which established a documented need for the *Toward Community Growth* study: 1) Include the "whole community" in the education of its youth; 2) evaluate the school's "curricular offerings;" 3) emphasize "occupational information;" and 4) invite "resource people" to participate in the occupational education of the schools' students.[3] Winter concluded that "rural youth have lower educational and occupational aspiration levels than do their urban counterparts," but that "very recent studies" did indicate, however, "an encouraging rise of the aspiration level" of the rural youth. [4]

Disadvantaged Secondary School Youth in Rural Iowa, (Winter's thesis), was completed in 1971. Much of the data, statistical and narrative, was accumulated prior to the study's completion date. Approximately one decade later many of the same occupational problems still face Iowa's rural youth. Has the flight to urban areas been the answer for these so-called occupationally disadvantaged rural youth, or have agrarian citizens misdirected their youth in career choices, thereby continuing an outmigration of rural Iowa's and rural America's most precious resource; i.e., its young people?

Toward Community Growth was a study designed to give rural students occupational opportunities in their native rural areas. Only time will decide if this rural career education occupational/socialization model worked. Something must be done, however, if rural America is to survive as a people-centered, productive and tangible entity. Whole communities must be included in the occupational education of their youth; resource personnel must perpetuate their own businesses by instructing school youth in the intricacies of a rural career; schools must serve as the focal-point of leadership in developing a rural career education program which meets the needs of youth in an uncertain age dominated by a bleak economic and energy-availability outlook; and, most importantly, students must be taught that 'rural' is, indeed, a proud heritage upon which a sound occupational future can be built.

* * *

Winter defined a rural county as "predominantly agricultural, does not contain a city of over 5,000 population, and is at least one county removed from a city of 50,000 or more population."[5] Calhoun County meets these requirements, and becomes one of the 32 counties of Iowa's 99 which could be classified as "rural."[6]

Calhoun County is situated northwest of the center of the State, in the fourth tier of counties east from the Missouri River and the fourth tier south from the north line of the State. The County is 24 miles square and has an area therefore of 576 square miles; (368,640 acres). The northern tier of townships extends approximately two and one-half miles farther west than the main body of the County due to a 'surveyed correction line.' This enables Sac county to border Calhoun County not only on the west, but also for two and one-half miles on the south due to the extended 'correction line.' The north boundary is comprised of the Pocahontas County line and the east boundary consists of the Webster County line. Greene and Carroll Counties make up the southern border. In a situation similar to that of Sac County, Webster also borders Calhoun on the north due to the 'correction line' survey.[7]

Originally a part of Dubuque County, the area which would later be known as Calhoun County was created and approved by an act of the Iowa Legislature in 1851. The initial name of the County was 'Fox' with the immediately contiguous western county being called 'Sac' in honor of the Sac and Fox Indian tribes who once inhabited the area. In 1853 Fox County became Calhoun County on the condition that the county bordering Calhoun on the east be changed to Webster County, thus honoring Dale Webster, a political opponent of John C. Calhoun.[8]

In 1915 Calhoun County had 130 township school districts and 12 schools located within the boundaries of incorporated towns for a grand total of 142 school districts. 5,096 students between the ages of five and twenty-one years of age were educated for the sum of $32.56 per pupil.[9] Approximately 65 years later Calhoun County has seven K-12 school districts which educate 3,356 students at a per pupil cost ranging from $1,700 to $2,000.

FOOTNOTES

[1]Kent B. Winter, *Disadvantaged Secondary School Youth in Rural Iowa,* (Iowa City, Ia.: Unpublished doctoral dissertation. 1971), p. 2.

[2]*Ibid.*, p. 180.

[3]*Ibid.*, p. 181-182.

[4]*Ibid.*, p. 29.

[5]*Ibid.*, p. 5.

[6]*Ibid.*, p. 188.

[7]*Past and Present of Calhoun County, Iowa,* ed. Beaumont E. Stonebraker, (Chicago, Ill.: The Pioneer Publishing Company, 1915), p. 1.

[8]*Rockwell City's 100 Golden Years and Calhoun County History,* ed. Centennial Committee, (Rockwell City, Ia.: Golden Buckle Publishers, Inc. 1976), p. 79.

[9]*Past and Present, op. cit.*, pp. 227-230.

CALHOUN COUNTY'S ABANDONED K-12 SCHOOL

Jolley Consolidated School, 1921-1959

All that remains is an empty shell; a dark, foreboding school building without internal organs. Her windows are broken, . . .her boilers filled with rust. The blackboards are dusty with much more than the chalk of educational antiquity. Gone is the noise of children at play, the squealing, exuberant joy of 'tag' at recess, the bouncing of a basketball on the cement covering the coal bin, and the cheers for a fourth-grader rounding third and heading for home.

Standing on a hill on the north edge of Jolley, Iowa is the skeleton of a once-upon-a-time, very-much-alive, school house. All that remains is the silence of a once noisy playground; the cracked paint on the walls of a third floor study hall decorated with huge pictures of small graduating classes. Faces stare silently into the brightness of a future yet to be determined; locked forever in the hope of the present, unaware, somehow, that they would eventually be forgotten and never looked at again.

The trophies are still in the cracked and broken trophy case, but the gymnasium has been abandoned. The pounding of a basketball on the hardwood floor has been replaced with the groaning of the wind and the banging of a fallen eavespout. The classrooms are silent. Mice have built nests in the cloakroom. The bells are covered with cobwebs, and the music room is noteless. Written on its blackboard are the words ". . .God Rest Ye Merry Gentlemen, Let Nothing You Dismay. . ."

The Jolley School District has been phased out. Her great grandchildren now belong to Lytton, Pomeroy and Rockwell City. The clanging of a metal chain against a flagless flagpole. ., her colors have been struck. ., the 'blue and orange' are buried with her. ., the baseball field is a garbage dump. . . the Jolley Bluejays. . . are no more.

TO BE, OR NOT TO BE. . . IT'S A QUESTION OF ATTITUDE

Toward Community Growth was, in part, a study designed to elicit attitudinal responses concerning several aspects of rural life from 269 senior students in Calhoun County, Iowa. (Appendix A) The study, by design, was also an attempt to display a significant increase in attitudes concerning rural life with a group of 27 senior students in an experimental group. The remaining 242 senior students formed the control groups, and came from six of Calhoun County's seven K-12 rural schools: The Cedar Valley, Lake City, Lytton, Manson, Pomeroy and Rockwell City Community School Districts. Lohrville Community Schools' Senior Class of 1979 became the experimental group. These seniors were provided with a rural career education program model specifically designed to modify and increase attitudes toward a more positive 'mind-set' concerning the future of rural life, rural vocations, and a career in rural Iowa. The experimental program model included a seven-unit course syllabus to be taught in two 2-week sessions during the fall and spring semesters. (Appendix B) Sandwiched in between each semester's 2-week class sessions was a 2-week career education work session experienced in the local K-12 school district or in contiguous districts. Senior students were placed with district resource personnel in accordance with the results obtained from the Kuder Occupational Interest Survey and the self-identified rank ordering of occupational interests as provided by individual students in the 27-member experimental group. (Appendix C) Both the Kuder OIS and the self-identified rank ordering of career work preferences, as provided by the Lohrville students, were analyzed for similarities in occupational interests. When similar or corresponding work interests were found in both the Kuder and the self-identified list, students were counseled as to the availability of the preferred work in the immediate area. Local resource personnel were then contacted and asked if they could provide a 2-week, daily career education experience for the student or students whose Kuder OIS results and self-identified list of preferred occupational interests corresponded to that of the Lohrville School District's resource individual(s). All 27 Lohrville Senior Students in *Toward Community Growth's* experimental group were placed with resource personnel in either the local K-12 school district or contiguous districts. Each of the 27 students was given a career education experience with a person or persons whose work corresponded to the students' tested and self-identified occupational interests. Activities/Objectives' sheets for the 27 Seniors in the experimental group, in addition to Activities/Objectives' sheets for K-11 students in the entire Lohrville Community Schools' System, are found in Appendix D.

In saving Iowa's rural schools and Iowa's rural communities, it's largely a question of attitude. "To be, or not to be," that *is* the question. . . and rural citizens, rural constituents, must make up their minds as to which direction they'll head. To sit on the status quo is to continue to regress, and eventually die. Community growth will only result if there is a continual, concerned, and concentrated effort at providing housing, businesses, jobs, and career opportunities for the community's youth. This too will fail if the attitudes displayed by the community are more often than not negative; if there is a general air of defeatism concerning the future of rural schools and rural communities. That's why the smaller communities of Iowa must make up their minds to either grow, or die. There is no neutral ground, no 'in between', concerning the future of rural Iowa, of rural America. The choice is clear: 1) You can choose 'to be,' or 2) you can choose 'not to be.' Attitudes will play an important part in this all-important decision-making process.

Toward Community Growth was designed as a model to promote pro-rural attitudes. Students in the experimental group were indoctrinated, if you will, with the rural way of life. During their senior year 27 Lohrville Seniors were given an intense, two month rural career education experience, one month of which involved class sessions following a program model designed to increase, positively, attitudes concerning the rural way of life. (Appendix B)

The course syllabus consisted of seven units: 1) "Specific Local Emphasis;" 2) "Rural Living and Rural Lifestyles: A Psychological Approach;" 3) "Rural Economy and Rural Finance;" 4) "'Rural:' A Gestalt Approach;" 5) "Individual Attitudes and Personalities in a Rural Community;" 6) "Careers: City vs. Rural;" and, 7) "The generation Gap." Each of the seven units was taught in accordance with specific attitudinal questions asked in the pretest attitudinal survey. (The pretest and posttest surveys utilized the same instrument.) (Appendix A) The pretest survey included 59 questions from which respondents were asked to provide an attitudinal response of varying degrees: Strongly disagree, disagree, undecided, agree, and strongly agree. The attitudinal survey provided 29 general career education statements which called for an attitudinal response; the remaining 30 statements were directly connected with the objectives to be taught in the seven units of the previously cited syllabus. In other words, students in the experimental group were taught with specific posttest attitudinal responses in mind. Unit 1's teaching objectives included two of the pretest/posttest's attitudinal statements; Unit 2's

teaching objectives included five of the pretest/posttest's attitudinal statements; Unit 3 involved four pretest/posttest statements; Unit 4, four statements; Unit 5, seven statements; Unit 6, seven statements; and Unit 7's teaching objectives included two of the pretest/posttest's attitudinal statements.

The students in the experimental group were taught specific attitudes, in accordance with pretest/posttest statements, in order to display more positive attitudes toward rural life and a future rural career. This was attempted under the assumption that attitudes can be taught and learned. Developments in recent years have shown that minority group studies, Native American and Afro-American to cite two, have produced positive attitudes within these specific minority groups concerning heritage, customs and the inherent values within their respective minority lifestyles. (This assumption has been gathered from empiricized data and can be defended, logically, through observation and happenings of the 1960s and 1970s.)

By comparison, rural Iowans and rural Americans are also a minority. There are fewer inhabitants in rural areas than exist in suburban, urban and metropolitan regions. For decades rural students have been taught with and by urban education models. Rural students were told, consciously or unconsciously, that if they were intelligent, capable individuals they should 'get out' of the rural regions and into the cities where they could have a bright future and 'amount to something.' This, coupled with fewer agricultural and agribusiness opportunities due to the increasing size of 'family farms,' produced an invaluable 'brain drain' of great magnitude and proportions in rural areas.

It was a major contention of this study that these attitudes of urban, city-based pseudo superiority could be reversed with an intense, attitudinal program designed specifically for rural students. The state mandated inception of career education programs into all K-12 systems could and should provide a re-emergence of positive feelings and attitudes toward rural lifestyles, rural occupations, and a future career in a rural area. *Toward Community Growth* emphasized the positive attributes of 'rural' as a way of life, and hopefully made one small dent in the countless years rural students have been propagandized with the benefits of an urban lifestyle. There is still much to be accomplished, however, if 'rural choices' are to be brought up to the level of 'urban choices' in rural Iowa/America. This dream also includes the ruralization of urban students in the not too distant future if true educational opportunity is to exist throughout Iowa's K-12 school systems. Urban students must also be shown the benefits of a small school, small community way of life. Needless to say, this all too important aspect of socialization and community interaction is missing from the multi-faceted curricula of urban districts. True equality of educational opportunity involves much more than counting the number of programs offered district-wide; it also becomes a very important aspect of individuality, the freedom of choice to determine future lifestyles, and the exposure to career alternatives, rural as well as urban. Rural students have been continuously exposed to urban models and lifestyles for years. It now becomes imperative that urban students receive the same educational opportunity with rural-based models of career education and future agrarian-based occupational lifestyles.

The reversal of urban attitudes concerning rural schools and rural communities is a difficult task. Major mediums of news conveyance and editorialization are more often than not based in heavily populated, urban areas. It becomes easier for urban sources to relay the faults of rural areas since urbanites have the major media voice at their disposal. Rural people, inherently, do not have the same major voice of news/opinion/editorialization. Who, then, has the upper hand in formulating attitudes among all people, both rural and urban? People believe what they read; they believe what they hear. If rural citizens have lived with the constant media reminder that small is bad, inefficient, uneconomical, resource poor, and, through inference, incomparable to urban produced, urban-based models of all shapes and sizes, including education, then rural people, through no fault of their own, will start to believe what they read; and what they hear. Magnify and multiply urban produced and induced attitudinal 'mind-sets' of several decades and generations, and those who are self-professed proponents of 'rural' as a way of credible, viable, and often-times superior lifestyles, do indeed face a monumental task in reversing well-established, urban based attitudes.

Nowhere are these urban-based attitudes more evident than in the printed media. The so-called "inefficiency" and "ineptness" of rural schools has literally jumped off the pages of daily tabloids. Urban readers cluck their tongues in an "I told you so fashion," and thereby reinforce their ideas of "small" and "rural," while once again the point is driven home to rural readers, like so many nails pounded in flesh, that what they are a part of has once again been cited as inferior, inefficient, and educationally inequitable. For decades rural people have waited for the inevitable 'axe' to fall. They have been reminded time and again that small is bad and economically inefficient. Rural people have been constantly informed that their K-12 institutions were program poor and therefore, through simple deduction, incapable of providing the same high quality of education afforded urban institu-

tions. Yet many rural schools continued to produce a high quality graduate capable of competing with urban graduates in the professions and in the day-to-day work force. The media, however, bent on freeing Iowa of her "smallness" and "inefficiency" continues to hammer away at the "inferior" rural school systems. It [illegible] stands to reason, analogously, that if an individual is periodically reminded on a state-wide, national basis that he or she is indeed ugly, a negative attitude toward oneself will more than likely ensue. As the great contemporary cowboy-philosopher Will Rogers once stated, "All I know is what I read in the papers." Unfortunately the same holds true for both rural and urban readers. Lay citizens, those not professionally involved with the daily business of education, have started to believe that rural schools are incompetent; incapable of providing quality education. 'Small' has been equated with 'inferior.' Numbers have suddenly become important in providing quality education. It is true that more 'programs' can be provided in Districts with large numbers of students, but that's only because the Iowa School Foundation Plan, (ISFP), governs the amount of dollars K-12 schools are allowed for their controlled budgets. More students multiplied by so many dollars per student naturally means more money with which to operate in the General Fund. Fewer students multiplied by so many dollars per student naturally means less money with which to operate. It's as simple as that. Small rural schools are not inefficient. They merely begin wtih a smaller slice of the pie. If anything, rural schools have had to be more fiscally efficient in order to provide required courses and the many electives which the great majority of Iowa's small schools still offer. The one big question still left unanswered is, "what constitutes 'quality?"' Are a myriad course and program offerings quality? If so, then large schools do provide quality. Or is individual attention, individual participation, providing for individual need dispositions, and a daily one-to-one, repetitive human-to-human contact, quality? If so, the pendulum swings back to the smaller schools.

In discussing school finance the lay citizen is also more often than not misinformed. The average individual is only shown the 'effect' of what the ISFP has produced; rural schools in financial trouble. Many state and local educational leaders are quick to offer one solution; reorganize/consolidate your district and 'more programs' will be offered. Most concerned citizens, anxious to provide 'quality' [sic] education, are, (though reluctantly in many cases), predestined to comply with the advice offered by educational leadership. What can the average lay citizen do? Attitudes have been established by major media voices. 'Small' is inefficient; 'small' is bad. "What choice do we really have" is a cry heard more and more. This has been the result of the 'effect.' Very few concerned citizens, lay and professional alike, have turned to the 'cause;' the 'ISFP,' which went into operation in the early 1970s. The question now becomes, "how many people would be willing to give up their schools if the 'cause,' the ISFP, could somehow be miraculously removed and local fiscal autonomy returned to small K-12 districts, along with the same amount of state aid dollars paid to urban districts?" One of the answers is contingent upon reversing the attitudes of those educational constituents who have slowly evolved into the thought-pattern of equating 'small' with 'poor.'

In examining news articles of the past two years it is obvious that attitudes of varying degrees have been 'set' in the minds of interested and uninterested readers; rural *and* urban. This has been accomplished through several journalistic designs, of which the most obvious include: 1) The 'bad news' effect which could lead to a defeatist attitude; 2) the 'voice of authority' syndrome, (i.e., powerless to counter the state-wide 'news'), which often results in a subservient attitude whenever public officials are quoted by a leading communicative medium; 3) the 'data-based' report, which outweighs an emotional attitude; and 4) the 'editorial,' which is only opinion, but nevertheless a powerful opinion since it appears in print and is sanctioned by the publisher. This list of journalistic designs is not all-inclusive. All, some, or none may be employed in a single writing. Negative attitudes concerning small schools are established in many 'major voice' reportings. 'Good News' concerning the work of small schools is virtually non-existent, and so, therefore, are the 'positive' attitudes concerning small schools and rural education.

The following examples of 'major voice' editorializations/opinions/wording choices have been arranged in chronological order, with selected 'attitudinal setting' paragraphs, from December 25, 1976 through January 7, 1979. Quite obviously many attitudinal 'sets' have preceded these, and, quite obviously, many more will follow.

On December 25, 1976 the *Des Moines Register* carried the following news item:

SCHOOL AREA PUPIL MINIMUM
OF 1,000 URGED

A law requiring school districts in Iowa to have at least 1,000 students may be proposed to the Legislature next year as a means of forcing school reorganization.

Such a law would bring about the reorganization of about 330 school districts, or about 70 per cent of the state's 449 districts, according to

State Supt. Robert Benton.

As a result, Benton said, the number of districts in Iowa would be reduced to about 200.

* * *

For years, state education officials have been asking the Legislature to establish a state commission to consolidate smaller school districts into larger ones.

* * *

The news article is obviously 'bad news' for rural education, small school supporters. The 'voice of authority' is also apparent since the item appeared in the state's leading circulation newspaper and the State Superintendent was indirectly quoted. Certain attitudes are also established in the final paragraph selected for presentation. A feeling of hopelessness/frustration is produced by the possibility of education leaders asking the Legislature for a commission to consolidate, (and thereby abolish), small school districts.

The *Storm Lake Pilot-Tribune* carried the following editorial on March 14, 1977. The final paragraph commented:

CONTINUING CRISIS IN IOWA SCHOOLS. . .

* * *

Reorganization movements need to look down the road 20 years. The sharing of superintendents adds substance to the idea of forming a county-like district with one administrative office and several attendance centers. It was a logical suggestion several years ago and an even more pertinent one now. It's an idea whose time may have come.

The editorial is opinionated. The heading and/or lead for the column contained the word "crisis," an attitudinal 'set' for many individuals, attributed, simply, to the choice of the word. One question many readers may fail to ask is, "by what authority and/or expertise does the writer establish his claim?" It is often difficult to separate fact from opinion, but in this cited example an attitudinal 'set' has been accomplished; quite possibly 'subservient' in nature due to the 'voice of authority' syndrome.

From the August 11, 1977 edition of the *Malvern Leader,* a small weekly Iowa newspaper with a limited circulation, the following editorial is found:

WHO SPEAKS FOR IOWA'S SMALL SCHOOLS?
by Dr. Wayne Truesdell

* * *

Those who were directing committee study in the Legislature were not representatives of small Iowa schools. They were representatives of urban districts, trying to reorganize Iowa's small rural schools.

Senator Earl Willits, who presided at the Legislative forum in February which attracted 1,000 Iowa citizens, lives in Iowa's largest school district, Des Moines, (enrollment 38,842 in September 1976).

Representative John Patchett, Chairman of the House Education Committee, lives in the Iowa City school district, (enrollment 8,980).

Mrs. Joan Orr, Chairman of the Senate Education Committee represents Grinnell, (enrollment 2,328).

Senator Willard Hansen, who was Chairman of the Senate Education Committee when the Republicans were in the majority, and who has been active in school reorganization planning, lives in Cedar Falls, (enrollment 6,147). Cedar Falls adjoins Waterloo, (enrollment 15,961).

Representative Wally Horn, who has expressed himself concerning the inadequacy of the small school, and its burden on the city taxpayer, lives in Cedar Rapids, (enrollment 22,677).

* * *

The selected excerpt from the editorial is factual information. Unfortunately it becomes 'bad news' to many small school readers since the Legislature's educational leaders are obviously not from rural, sparsely populated areas. A 'defeatist attitude' could ensue since this news is not good for small schools.

On January 20, 1978 the *Des Moines Register* carried the following lead and front page story:

REORGANIZATION BID BY GOV. RAY
by Richard Doak

Proponents of small schools in Iowa are bracing for a battle in the Legislature this year.

* * *

Gov. Robert Ray for the first time is recommending that the Legislature take a look at reorganization. In the state Senate, Senator Willard Hansen (Rep., Cedar Falls), an advocate of reorganization, is chairman of the Schools

Committee.

"The minimum action I will settle for is the appointment of a commission to establish criteria by which reorganization can be brought about," said Hansen.

* * *

"I really don't see how people can objectively defend administrative units with enrollment in kindergarten through twelfth grade of under 500," he said.

For small school proponents the news is bad and, attitudinally, quite possibly 'defeatist' in nature since the 'voices' are obviously those of authority; the *Register's,* Ray's and Hansen's. The medium is the state's largest daily newspaper, and the item is found on page one. The final selected paragraph is opinionated and editorialized. In this particular item the 'choice of wording,' although directly quoted, is attitudinally negative concerning small schools and consequently forms a similar 'mind set' in readers.

The *Omaha World-Herald,* boasting the largest daily circulation in Nebraska and rivaling the *Register* for distribution in Western Iowa, published the following item on April 27, 1978:

MERGERS DIVIDE SCHOOL LEADERS
by Gary Newman

* * *

State Superintendent Robert Benton. . .said people don't like to talk about reorganization, but he sees it as one way of maintaining programs while student numbers drop.

A budget study committee headed by Benton two years ago recommended no Iowa district have less than 1,000 students, and he stuck to that figure Thursday, saying this would mean a high school of not less than 300.

* * *

Robert Gilchrist, President of the Iowa State Education Association, was reported in the same article as saying he felt some reorganization of small schools was inevitable. This provided two 'voices of authority,' both from educational leaders, who reminded a large reading audience that declining enrollment was somehow bad, programs were being cut, and reorganization may be inevitable. News of this nature could reinforce a defeatist attitude if small school constituents had been following educational developments in only one type of communicative medium; a large daily newspaper.

The October 10, 1978 edition of the *Des Moines Register* once again carried a front page news article heralding potential school reorganization. The lead, sublead, and 'news' item were presented as follows:

LEGISLATORS GET STUDY OF IOWA SCHOOLS
Report May Be Basis for Reorganized Districts
by Charles Harpster

A study that state legislators say will help them decide whether to require the reorganization of Iowa's public school districts was presented to an interim House-Senate subcommittee here Monday.

* * *

Legislators said the findings probably will lead to more pressure for school district reorganization, especially of smaller districts that continue shrinking. The issue will have to be considered, said Representative Wally Horn (Dem., Cedar Rapids).

The following day, October 11, the *Register* published a follow-up:

LEGISLATORS TOLD OF SMALL SCHOOLS' WOES
by Charles Harpster

* * *

State Supt. Robert Benton said more smaller districts will face increasing difficulty in meeting minimum state curriculum standards in the next few years because of the financial squeeze caused by shrinking enrollments.

The alternatives available to local districts to deal with the problem are limited to sharing some educational programs with other districts, or to voluntarily reorganizing to improve their plight, he said.

* * *

Both articles reinforced defeatist attitudes through the 'bad news' effect and 'voice of authority' syndrom. The October 10 article, additionally, heralded the advent of a 'data-based' study, one of the greatest enemies of the emotionally-involved, when used by 'voices of authority.' On October 19 the *Register's* editorial staff printed the following opinion on schools: ". . .If pupils in the state's smallest rural school districts are to be given a chance at equal educational opportunities. . .we believe the answer eventually will have to be reorganization." If the readers failed to ask the question "by what authority/expertise does this anonymous editor come

by his words of educational wisdom concerning 'equal opportunities,'" then another negative attitude had successfully been delivered and received in an already attitudinally-weakened rural sector.

Psychological 'mind-sets' can easily be delivered by a large, state-wide communication medium. Subconscious and/or conscious reception of implied/explicit attitudes, when 'delivered' often or at frequent intervals, can achieve a desired attitude within many readers or listeners. Key words or phrases used reptitively may produce a general mood of 'defeatism,' of apathy,' or of 'what's the use; the inevitable will happen.' "Reorganization" was once again the word choice in the heading of an education finance article in the November 16 *Register,* and the November 18 issue of the same daily newspaper listed "reorganization" as one of the major "ways for Iowa schools to fix" their financial outlook. The editorial page of the *Register* added fuel to the 'attitudinal fires' when. anonymously, the following opinion was published on November 27 concerning "small-school problems:"

> If the Legislature allows tiny districts to continue, they should be provided with enough money to offer a good education. But it would be better — for taxpayers and students alike — to require reorganization into districts large enough to maintain an adequate high school curriculum at reasonable cost.

And, if an anonymous city editor didn't provide an attitudinal 'mind set' by telling rural and urban readers alike what would be "better" for small district, rural taxpayers and students, the December 3 *Register* certainly clinched the prize for prejudicial editorializing in a news' story with the following 'choice of words' in a lead paragraph: "There is no need to slight gifted children in Iowa's small rural schools simply because the schools lack the resources to challenge youngsters."

In the January 7, 1979 Sunday edition of the *Register* an editorial entitled "What would they pay to keep their schools unconsolidated?" ran as the lead "Commentary" opinion for the day. The 'voice of authority' syndrome was evidenced in both the *Register's* printing of the opinion, and in the statewide medium's choice of their editorializer, James Flansburg.

* * *

> The governor broke his silence in an interview published in The Register today, and he'll be elaborating on his proposals in his Condition of the State message Tuesday and his inaugural address Friday. The most significant part of his program — and probably the dullest — will be his proposal on how to aid school districts that can't cope with declining enrollments and rising costs.

* * *

> Part of the answer to the problem is consolidation of the smaller, high-cost districts. But that seems to be politically impossible. Small-town and rural voters get into such an uproar over the concept that some politicans will go to great lengths to avoid even mentioning the word "consolidation."
>
> In most of those small towns, the school is the center of community life. Virtually everything in town revolves around the school, and residents fear that consolidation would mean loss of the school and, therefore, loss of the town's identity.
>
> It hasn't worked that way in the places that have had sense enough to consolidate. It might be a good investment if the Legislature would establish a series of cultural exchanges — in the same way as the United States and China — to give those who fear consolidation a chance to go see for themselves that the towns where there has been consolidation haven't been changed that much.
>
> Matter of fact, in some places things are better now. I know of three towns — about five miles apart — where the residents usually speak to residents of the others nowadays because their kids go to school together. In my mind that proves there is hope for the Arabs and Jews and the Irish.

* * *

Although 'bad news,' 'voice of authority' and 'choice of words' in the editorializing are prominent, it is the writer's self-expressed attitude which raises the greatest degree of consternation in the rural reader: ". . .Small-town and rural voters. . ." do not have ". . .sense enough to consolidate." How does the small-town small-school constituent reply to the obvious affront against the "sense," or lack thereof, accorded those rural citizens who consider it a sign of 'good sense' *not* to consolidate? The 'choice of words' have already been printed, circulated and read throughout the state. What average citizen-reader would ever question the 'educational-expertise' credentials of a 'voice of authority,' even though the 'voice' is that of a "political writer," and not an expert in education leadership and decision-making? The writer's 'data-base' would be thought of as insignifi-

cant if the same type of empiricized comment was offered by rural backers: "I know of three towns - about five miles apart - where the residents usually speak to residents of the others nowadays because their kids go to school together." The same data, presented by the rural sector, would be referred to as 'emotionally biased' by the DPI and 'insignificant' to contrary voices in the Legislature's education study committees. Yet, these attitudinal 'mind-sets,' (as uninformed, as unintelligible, and as biased as they are), continue to appear in major communication mediums.

Small school districts have received their share of 'negative attitudinal' news reporting from many urban-based communication centers. Many rural and urban attitudes have been formed by these powerful mediums. Observation and empiricized data have shown that a cross-section of Iowa has adopted attitudes of 'pseudo-educational knowledgability,' of 'defeatism,' of 'apathy,' of the 'inevitability of school reorganization,' as expressed in the 'news" items of major media sources. Attitudes have also been assumed from urban editors voicing 'authority' opinions on rural schools. 'Bad news' concerning the future of small schools has come to be expected, even anticipated, and it has had a lasting attitudinal effect. After all, major urban-based communication mediums simply do not print good news about small, rural school districts; about the quality programs they have innovated; about the success experienced by their graduates; about the intangible variables in community-based school support, individualized instruction, social participation-interaction, provisions for individual needs dispositions, and the overall workability of a climate produced within the social system of a small school in its movement toward achievable goals.

An editorial appearing in the December 13, 1977 issue of *Central Iowa Farm News* perhaps best summarizes the epitome of this attitudinal study, *Toward Community Growth.* Unfortunately the *Central Iowa Farm News* is not a state-wide publication with a large reading audience.

> Rural people have been fed a steady diet that their school systems are inefficient and expensive. This diet has been hard to chew and swallow, but the small school supporter has done his best.
>
> It appears however, that it isn't going to be necessary to digest and absorb this poor diet. Rural Iowa and America have come to life to fight for their schools and for local control of this endangered school.
>
> Recent facts indicate that bringing students into a larger school does not automatically improve the quality of education.
>
> Secondly, small rural schools are not a burden upon the urban taxpayer.
>
> If big schools are not necessarily better or cheaper, why not let leadership in the rural areas decide when and how to consolidate?

On June 26, 1978 this writer was asked to present at a public hearing his criteria for the distribution of $2.5 million, left by the legislature in the hands of the State Budget Review Committee, (SBRC), for reallocation to school districts. The purpose of the public hearing was to receive recommendations from individuals and organizations on how the Committee could best respond to the mandate imposed by Section 31 of HF 2361, paragraphs 1 and 2, which appropriated the $2.5 million to the SBRC for use in assisting local school districts' declining enrollment problems. By editing the 15 minute presentation and removing the criteria desired by the SBRC, a positive note has been presented as a conclusion to "To Be, or Not to Be. . . It's a Question of Attitude."

A RESPONSE TO SECTION 31 OF HF 2361, PARAGRAPHS 1 AND 2

Ladies and Gentlemen:

. . .Whether today's audience is pro or con the increased funding of an already hard-pressed rural educational sector, it might be well to recall Justice Powell's argument in the *Rodriquez* decision; "No area of social concern stands to profit more from a multiplicity of viewpoints and from a diversity of approaches than does public education.[1]

. . .One response to my views as a Professional Educator/Administrator of a small, rural school is usually, "why not reorganize your district with a contiguous district, thereby eliminating the financial squeeze and the elimination or potential elimination of programs?" That response, however, is not heard as often as it once was. Recent data-based, longitudinal studies by leading national educators and research specialists have shown, unemotionally I might add, the fallacious, illogical assumptions behind that response, and I speak now as a fourth generation rural Iowan bent on preserving our heritage, customs, values and educational excellence. Jonathan P. Sher and Rachel B. Tompkins have argued that the conclusions thus far reached on consolidation and/or reorganization are, "at best, inconclusive, and, at worst, simply incorrect." The most recent literature has also stated that those who advocate consolidation have "no strong empirical base on which to support their assumptions and assertions."[2]

Those who condone the reorganization of districts as a means of not only living within the *cause,* (i.e., the school aid formula), but also as a means of saving taxpayer dollars, habitually use the business term, 'Economy of Scale.' Recent data-based research, however, has supported the antithesis of this argument. E.F. Schumacher's *Small is Beautiful;* John M. Blair's *Economic Concentration: Structure, Behavior and Public Policy;* Barry A. Stein's *Size, Efficiency, and Community Enterprise;* and Jim Hightower *et al.'s Corporate Giantism in the Food Economy,* have hastened to comment that this business phrase, 'Economy of Scale,' or as size increases there is a reduction in unit cost, is both "a simple and a much abused concept. Consolidation proponents have made this concept the cornerstone of their arguments for the economic advantages of large schools and districts."[3] Additionally, according to Sher and Tompkins, previously cited, "the bulk of the relevant research ignores the additional capital expenditures, salaries, and operating costs associated with the greatly increased transportation required by consolidation."[4] This "additional" statement of fact, referred to as a *diseconomy of scale,* gains increased relevance and importance through the findings of Fred White and Luther Tweeten: "Cost economies in instruction and attendant functions accrue from larger numbers of students, but cost diseconomies from transportation arise as more students must be brought to school;"[5] and in Sher and Tompkins concluding summarization, "when transportation diseconomies are included in the determination of overall educational costs in rural areas, the economies from consolidation tend to decrease markedly or vanish altogether."[6]

Indeed, the most recent literature, the most recent data-based, non-empirical research supports the contention, and I'm speaking now as a fourth generation, rural Iowan, that consolidation and/or reorganization will not save money, will not permanently maintain existing educational programs, and, at best, would be only a placebo for *effect,* not a *panacea* dealing with the *cause.* Elchannan Cohn in "Economies of Scale in Iowa High School Operations" has perhaps summarized it best: "Far from saving money, consolidated high schools must discard professional staff and raise pupil-teacher ratios to maintain even the approximate level of operating expenses found in the smaller schools."[7] And, once again, Sher and Tompkins conclude

> . . .the traditional claim that consolidating rural schools and districts will, ipso facto, save money, appears to have no empirical or logical basis. It is simply incorrect to assert that consolidation is synonomous with economy.
>
> . . .There is no compelling evidence that proves the consolidation of rural schools and school districts produced significant net economic advantages. Thus, any effort to legitimize. . .rural consolidation programs. . .must find its rationale somewhere other than in the economics of the situation.[8]

As a Superintendent of a rural school I have discovered the following: That programs cannot be cut and still maintain a quality K-12 program; state aid to rural schools is minimal and local property tax efforts usually at a maximum and still climbing; consolidation is *not* economically advantageous. Speaking as a Superintendent, how do *we* handle these discoveries? James Coleman *et al.* has commented that, "because small rural schools are less complex and more manageable institutions, it is possible that they would have an inherent advantage in efficiently utilizing the resources they do possess."[9] Speaking as a Superintendent of a rural school, I concur. We will continue to utilize our own, available resources. A significant portion of the SBRC's 2.5 million, nevertheless, would be a God-send, and one step in the direction of a finally-recognized, educational equitability.

Margery Thompsen, Associate Editor of the *American School Board Journal,* has also concurred that it is time to 'walk a mile in the other person's shoes.' From her recent June, 1978 article entitled "A Lot We Can Learn from Those Not-So-Second-Rate Rural Schools" I have quoted the following paragraph.

> What makes rural schools different is the way they solve their particular problems. Because rural schools have long suffered from a lack of money, their boards and administrators have for years learned to make do with what they have — as city and suburban school staff now must learn to live with restricted budgets. Because rural teachers and principals in isolated schools are thrown largely on their own resources, they have learned to plan and adapt materials for their own students — just as policymakers now suggest city and suburban school staffs do.[10]

* * *

Thank you for listening.

FOOTNOTES

[1]Justice Powell's Opinion in *San Antonio School District et al., Appellants, vs. Demetrio R. Rodriguez et al., On Appeal from the United States District Court for the Western District of Texas, March 21, 1973.*

[2]Jonathan P. Sher and Rachel B. Tompkins, "Economy, Efficiency, and Equality: The Myths of Rural School and District Consolidation," *Education in Rural America,* pp. 45-46.

[3]E. F. Schumacher, *Small is Beautiful,* New York: Harper & Row, 1973).

John M. Blair, *Economic Concentration: Structure, Behavior and Public Policy,* (New York: Harcourt, Brace, Jovanovich, 1974).

Barry A. Stein, *Size, Efficiency, and Community Enterprise,* (Cambridge, Mass.: Center for Community Economic Development, 1974).

Jim Hightower *et al., Corporate Giantism in the Food Economy,* (Washington, D.C.: Agribusiness Accountability Project, 1974).

[4]Sher and Tompkins, *op. cit.,* p. 46.

[5]Fred White and Luther Tweeten, "Optimal School District Size Emphasizing Rural Areas," *American Journal of Agricultural Economics,* (Feb., 1973), p. 51.

[6]Sher and Tompkins, *op. cit.,* p. 47.

[7]Elchannan Cohn, "Economies of Scale in Iowa High School Operations," *Journal of Human Resources,* (Fall, 1968), pp. 422-34.

[8]Sher and Tompkins, *op. cit.,* pp. 51, 57.

[9]*Ibid.,* p. 63.

[10]Margery Thompson, "A Lot We Can Learn From Those Not-So-Second-Rate Rural Schools," *The American School Board Journal,* ed. James Betchkal, (Washington, D.C.: National School Boards Association, June, 1978), p. 37.

LESSONS IN 'RURAL'

Toward Community Growth was more than a career education program. It was also a study designed to produce positive attitudes toward a rural way of life; toward rural careers and rural avocations. One major assumption of the program/study was that rural students had previously been educated with urban educational models which primarily produced urban-centered career aspirations in rural students. The "Lessons in 'Rural'" were designed to reverse that stigma.

When the Department of Public Instruction, (DPI), mandated the inception of a career education philosophy into all K-12 school districts, the Board of Education, Administration and Faculty of the Lohrville, Iowa Community Schools jointly decided to go one step further: Modify the existing "Iowa Model" of Career Education to fit the specific needs of Lohrville students, the incorporated Community of Lohrville, (pop. 553), and the Lohrville Community School District. The decision to 'modify' the "Model" was not difficult. Something had to be done to reverse the trend of outmigration in past years. Lohrville was experiencing a 'brain drain;' students were receiving a quality K-12 education, and then proceeding to 'implement' this accrued knowledge in pastures of a supposed greener hue.

The joint decision to 'modify' the "Model" was not entirely based on the selfish motive of retaining local students within the parent community. The decision, rather, was based on several facts, assumptions, and visual observations:

1) Graduates of the past decade were either staying in Lohrville and the surrounding area and/or moving 'back home;'

2) housing was in short supply for people who wanted to move into a rural community such as Lohrville, but some new homes were being constructed and others were in the planning stages;[1]

3) the newly formed Lohrville Development Commission was actively promoting the growth of the Community, and three new 'businesses' were now a part of the Lohrville 'family,' (thanks to the efforts of the Development Commission);

4) the rather simple logic of, "if two or three school districts experiencing declining enrollment are reorganized into one, larger district, all that has really happened is one big district with declining enrollment, the same amount, if not degree, of administrative headaches, and the re-emergence of the same financial problems with enrollment trends;"

5) the knowledge that recent studies had produced no "compelling evidence" of "significant net economic advantages" through reorganization;[2]

6) the knowledge that 'reorganization' increases transportation costs, and that when transportation costs are taken into financial consideration, the economies from consolidation "tend to decrease markedly or vanish altogether."[3]

7) recently collected data supported the previously empiricized claim that small schools were costing the local taxpayers less than larger schools;[4]

8) if sociologists were correct in their claims that more people would leave the urban areas for rural living by the mid-1980s,[5] (due to [illegible]shortages, food shortages, the increased stress of mo[illegible]rn, urbanized living, etc.), and if demographers were indeed predicting an increase in fertility rates,[6] then it would behoove any rural community to optimistically plan for the future; and

9) it had always been expressed by Lohrville's 'progressive' community leadership sector that the 'school' and 'town' were life-support partners. If one ceased to exist, the other would shortly follow. Recent studies indicated that Lohrville's progressivists were not far from the truth: "Communities and their schools" are "mutually reinforcing," and that removing the school from a community would lead to the ultimate destruction of that community.[7]

With the above-cited financial facts, declining enrollment/recent graduate assumptions, and the visual 'hands-on' progress of the Development Commission, the Lohrville Board, Administration and Faculty formed the following hypotheses:

1) The Lohrville Community School District operates as financially efficient, if not more so, than larger, "increased-transportation" districts.

2) Retained and returning Lohrville graduates, as well as currently enrolled K-12 students, should be made aware of, and provided with, career opportunities and job availabilities 'within' the local community, (if demographic studies did indicate a potential return to rural areas).

3) With the adoption of a local Career Education model, the Lohrville Community, as a viable, functioning district, could continue to prosper and grow with consistent guidance, direction and 'community spirit' provided by the Development Commission and local citizens.

In order to 'empirically test' the generated hypotheses, the Lohrville Community Schools chose as their basic foundation model a systems' model developed at the University of Nebraska-Lincoln.[8] This Model, as previously cited (and hereafter referred to as the Lohrville Model), was designed to complement the already existing Iowa Model and the Experience-Based Career Education Model, (EBCE). The modification process was, simply, retaining the sequential, interdisciplinary movement of the Iowa Model and *then* utilizing the EBCE philosophy for Lohrville's specific needs. Put in basic terms, there

may be 50,000 diesel mechanic job openings *nationwide,* but how does that little bit of Career Education knowledge apply to *Lohrville?* What does that mean to students who want to remain in the Lohrville Community and, hopefully, will be given the opportunity to pursue a career(s) in the Lohrville Community? Not much, . . . unless the modified Career Education model can be adapted to the local situation. That, then, became the task of Lohrville's Board, Administration and Faculty; to fit, create and hopefully sell local career availabilities and possibilities to local Lohrville youth rather than being naturally expected, or forced, to leave the Community following graduation from High School. (It might also be added that modification of the existing Career Education Models was not without precedence or schematic design.)[9]

As directed and approved by the local Board of Education, Lohrville's administration divided the school's 25 full and part-time faculty members into four departmental units: 1) Department of Elementary Education; 2) Department of Humanities; 3) Department of Natural Sciences and Vocational; and 4) Department of Social Sciences. These four departments in turn elected Departmental Chairpeople who served as the nucleus (along with the Superintendent, Secondary School Principal and Guidance Counselor), for implementation of the Lohrville Model.

Departmental Chairpeople served as the administration's 'key' communicative link to Lohrville Faculty members. It became the individual Chairperson's responsibility to innovate activities and objectives for Lohrville Career Education possibilities within the local community and surrounding area. These activities and objectives, (Appendix D), were written and organized by local teachers and then reproduced for inclusion in a three-ring binder (entitled *Toward Community Growth: The Lohrville Career Education Model)* found in each classroom in the Lohrville Community School System. (The binders were graphically produced in the school's colors, red and white, by the Arrowhead Area Education Agency. This added 'life,' 'spirit,' and, hopefully, 'impetus' to Lohrville's Career Education objectives. As new activities, objectives, and career opportunities are generated in the Lohrville Community area, they will be added to the "Lohrville Model" Career Education binders in each classroom.)

The next objective of the Department Chairpeople, Superintendent, Principal and Counselor was to identify existing careers within the Lohrville Community School District. Once this task had been accomplished, over fifty differing careers, already in existence, were identified. (This did not include careers which were *planned* for existence by the Lohrville Development Commisson.)

With these careers identified as being in existence, the next step of the Lohrville Community Schools' Administration and Faculty was to establish an educational plan that would introduce Lohrville students to 'career happenings at home,' and, in addition, possibly incite *new* career opportunities with students who were desirous of pursuing "the good life" within the District. This plan included a four-week course syllabus specifically designed for the introduction of positive attitudes concerning 'rural' to the District's senior students. (Appendix B) Each of the four-week course's seven units were taught with definite attitudinal results in mind, and were coordinated with explicit questions previously asked on the pretest. (The pretest would also serve as the post-test following the spring semester's local career education and classroom experience.) (Appendix A) Both semester's classroom/career education experiences followed the same format: One week of classroom attitudinal instruction, two consecutive weeks of 'on-site' career education to experience a profession in which the student displayed a high degree of tested occupational interest and self-identified interest, (Appendix C). This was followed by a second week of in-class attitudinal instruction and/or "lessons in rural." Student responses to their on-site career education experiences in the local district were recorded on the Lohrville Career Education Model/Student Reports, LCEM/SR, (Appendix E), while the responses of local employers concerning their two-week supervisory experiences were recorded on the Lohrville Career Education Model/Resource Person Reports, LCEM/RPR. (Appendix F) Both sets of reports were analyzed for strengths/weaknesses of career education experiences before the students were placed, occupationally, for their two week spring program. Following the second week of each semester's classroom instruction the students were tested in order to assess the retention of major ideas/concepts stressed in the classroom. (Appendices G and H)

Audio-visual materials for the classroom work were obtained from two primary sources: SRI Media Productions, Inc. of Lincoln, Nebraska and Visual Materials Inc. of Redwood City, California. The SRI materials consisted of six sound-filmstrips created by Dr. Robert Manley and collectively titled *Sites and Sounds of Historic Iowa.* These invaluable, supplementary audio-visual tools were one segment of a series produced by Manley: *Listen to the Land.* The instructional aids from Visual Materials, Inc. consisted of transparencies designed to complement the inclass lectures on various aspects of 'rural' during the four-week classroom period. It should also be noted that the "Toward Community Growth — A Rural Career Education Model" syllabus, presented in

Appendix B, was not taught in any one specific, sequential fashion.

A brief description of the seven units' instructional methodology, teaching objectives, and supplemental learning aids has been presented in order that rural schools/rural communities will have a general outline guide to follow if repetition of the LCEM's "Lessons in Rural" is desired.

UNIT 1 — Specific Local Emphasis

This unit stressed two basic teaching objectives: 1) The 'compacted' study of Lohrville's history; and 2) 'why' it was important for Lohrville students to study the history of their local community. Both objectives were 'attitudinally' taught to correspond to questions 58 and 59 on the pretest/posttest survey. (Appendix A) Lohrville students were fortunate in that a book on the town's past, *Happiness Was My Universe,* had been written by a former resident, Vivian Padget Cole. (The work was copyrighted in 1972 and published by the Wallace-Homestead Co. of Des Moines.) Many of the students had prior knowledge of Mrs. Cole and her book; this greatly enhanced an appreciation of the community's history. Instruction was accomplished by paraphrasing, orally, several key passages which stressed the importance of unity, teamwork, and active participation in the building of the Community of Lohrville. Discussion centered around the success and failure of communities in the local area, and what the Lohrville citizenry could 'specifically' do to once again rebuild their local community, physiologically and psychologically, in order to recapture the "universe" so nostalgically depicted by Mrs. Cole.

In addition to the book, the sound-filmstrip "Town Builders," (from *Sites and Sounds of Historic Iowa*), was utilized to impress upon the students that men and women of courageous vision built many communities in a bygone era; with dedication and discipline this 'rural happening' could once again take place. It should also be noted that had Mrs. Cole's book not been available, local resource people would have been interviewed concerning the 'prosperous Lohrville' of yester-year. The final activity in Unit 1 was a fieldtrip to a Calhoun County town which had lost its K-12 school and ultimately the greatest portion of its business community. This trip was taken on the last day of the spring semester's final class. One 'picture' was worth a 'thousand words,' and a lesson in rural survival had been dramatically and realistically experienced by all 27 Lohrville Seniors.

UNIT 2 — Rural Living and Rural Life Styles: A Psychological Approach

The objectives to be reached through classroom instruction were: 1) To obtain a general class concurrence that formal education was important if one was to experience occupational success in the local community; 2) to have students realize that rural communities cannot be grouped into one classification — that each community/town/village/hamlet possesses a personality *and* identity as unique and as special as the differences found among the billions of human beings dotting the face of the world; and 3) to assist the individual student in realizing that seeking a career in his/her local community is a rewarding challenge and well worth the effort put forth. These three teaching objectives corresponded to, and were correlated with, questions 17, 33, 36, 37, and 38 of the attitudinal pretest/posttest. (Appendix A)

This unit included the word "psychological" in its heading for one primary purpose: People must realize that living, work, recreation and happiness are *all* interrelated, and that the acquisition of 'happiness' is basically a 'state of mind' — an 'attitudinal set.' An individual can achieve and ultimately experience happiness in life if one realizes that careers/occupations are not locked in. An avocational choice is not necessarily final; many options, occupationally, are available throughout the course of a single lifetime. Exploration into alternative careers can and *should* occur if a constant state of action, of work-related productivity, is to take place in an individual's chosen occupation. To dream of a better life, of recognized accomplishment, of wealth, is necessary for a healthy mental outlook and the consequential avoidance of stagnation and boredom in one's work. To avoid work-related depression, however, the individual should be encouraged to change 'dreams' into reality. That is why, psychologically, an individual *must* be cognisant of the fact that an *initial* career choice is not necessarily a *final* career choice. Too many people feel that a career is 'locked in' for them; that there is no 'escape.' Therefore, the mere process of going through day-to-day 'motion' becomes tiring and boring — hence — mentally depressing. Unit 2's objectives strive for the goal of student recognition of the power of 'mind-set attitudes' in the pursuit and acquisition of happiness. The overall philosophy of this unit was that the individual controls his/her own happiness, or a lack thereof. Students are also taught to be aware of work-related depression and what to do when it occurs.

In addition to "the psychological approach," lifestyles of rural people were closely examined. The 'pros' and 'cons' of choosing careers in sparsely populated areas were discussed and verbally depicted in great detail. It became evident that students enjoyed the rural life to which they had grown accustomed. The only major dissention expressed concerning agrarian living was the aspect of boredom, nothing to do, and a lack of entertainment. It was ex-

plained that urban dwellers experience similar human emotions, and that 'living' quite often becomes habitual, (i.e., routine, on-schedule, 'rut-prone,' etc.), regardless of where one lives. emphasis was placed on the cities being available and easily accessible for different forms of socialization and/or entertainment. Simply because one lives in the country does not mean that one is 'locked' into the country. In essense, the best of two worlds could be experienced through the utilization of urban-based entertainment centers while still retaining one's rural identity. (Instruction in this 'attitude' stopped short of "it's a nice place to visit but I wouldn't want to live there," etc.)

Learning aids for Unit 2 included two sound-filmstrips from the *Sites and Sounds* series, "Listen to the Land" and "From Many Roots," plus 12 career exploration transparencies from Visual Materials Inc., VMI.

UNIT 3 — Rural Economy and Rural Finance

There was one basic teaching objective to this all-important unit: Recognition by students that small communities, *all* small communities, experience some degree of an organized power structure. This structure, in rural areas, is often of a financial nature; i.e., 'they who control the purse strings control the future of the community.' It was emphasized in class discussion that the *major* key to community growth depended on the attitude of the area's banking and/or money-lending institutions. A progressive bank was worth its weight in gold to a rural area which wanted to *grow,* not to *die.* It was reiterated in class, time and again, that only two choices were available to a rural community in a sparsely populated area: 1) You could choose 'to be,' or 2) you could choose 'not to be.' To remain static and accept the *status quo* was to continue to regress and ultimately reach the point of 'no return;' the unavoidable death of the community *and* the school system. (Please note that 'death' is used in the singular since rural communities and their resident K-12 schools are unavoidably linked together. What happens to one happens to the other.)

In addition to the importance of the bank becoming a leader, or at the very least a dominant, integral force in *pushing* for community growth, the following "rural economy and rural finance" 'facts' were stressed *and* continually re-emphasized in Unit 3:

1) The *bank* becomes important in leading community development because *new businesses, new housing,* and the resultant inevitability of *new* and *more people* simply dictates financial support and backing. The 'money sources' of the community have the power to establish a very important attitude *toward community growth.* Financial encouragement, active *and* continual financial encouragement, is invaluable in attracting *and* keeping the 'new' factors in any community;

2) failure to have financial support, encouragement, leadership, and a 'positive attitude' toward town building or rebuilding will very likely offset the efforts of a determined community development commission;

3) a development commission *must* include the community's 'power' personnel, (i.e., the area's *money* people), most notably a bank representative; preferably the institution's president since most final financial decisions rest with him/her;

4) the development commission must, in itself, be aggressive and refuse to 'quit' when the inevitable defeats begin to totally outnumber the very elusive 'victories;'

5) open lines of communication must exist between the commission and the community/town council/school board; this includes as many public meetings as are necessary in order for the area's citizens to realize that 'development' is a continual, on-going job — and that the commission needs help from *all* the community's citizens in promoting the town, the school, and the future growth of the area;

6) a rural area depends primarily on the farm economy for business success; and a good 'crop year' means that the community's businesses will probably have a good 'sales year;' *all* rural businesses are dependent on one another for life, growth, and continued success; this is also true of every hamlet, village, town, community, and city in the State of Iowa or any other predominantly rural state;

7) monies spent in the community have a better chance of *staying* in the community and could add immeasurable *life* to the future existence of the area; similarly, monies spent out of town, out of district, simply aid in taking away vital life support; and

8) competition is the key to economic growth; monopoly only stagnates the development of a sound and prosperous economy: competition keeps businesses alert and vital — more businesses mean more people, more people mean growth, and growth means survival.

The one important teaching objective in Unit 3 corresponded to and correlated with questions 47, 48, 49 and 50 of the pretest/posttest. Learning/teaching aids included lecture, in-class discussion and the appropriate utilization of 12 basic economics' transparencies from VMI.

UNIT 4 — 'Rural:' A Gestalt Approach

Whenever an individual or individuals study any situation, they sometimes fail to include or recognize many of the interrelated 'parts,' 'segments,' and/or 'components' which help to comprise the *total pic-*

ture of the *whole* situation. This failure is unfortunate in that *one* 'weak part,' *one* 'malfunctioning segment' and/or *one* 'worn out component' could have affected the 'whole' of a situation. this includes the influencing of attitudes toward the 'whole' when it was not the 'total' system which initially failed, but rather an important component/part of the system. Removal, repair *or* replacement of the component could possibly have saved the system. That is why the study of a situation as a 'whole' or 'total' entity/system is so vitally important. A farm, for instance, is not an entity/system unto itself. The farm, depicted as one system, depends on several subsystems. The subsystems mean more people and more involvement for the farm. Livestock buyers, implement dealers, brokers, salesmen, retail businesses, state and federal forms, neighbors, relatives, etc., etc., *all* go into this one system called 'a farm.' If the 'farm' begins to fail, which subsystem(s) within the system are causing the failure? Do we junk the farm, or work toward elimination of the problem area(s)? The same is true of any business, of any group, of any one individual. No one, or no one thing, remains isolated throughout life. John Donne so aptly observed in "Meditation No. 17," "No man is an island, entire of itself; every man is a piece of the continent, a part of the main; . . ."

This was the essence of the philosophy utilized in teaching Unit 4. The four objectives were geared toward giving students a knowledge of how each existing entity, of how each individual, is dependent upon many, many variables, tangible or intangible, in the course of 'life.' One business could not be removed from a community without affecting the lives of people; the same comparison was used in connection with people, and the roles they play in the lives of other people. To simply say that 'I do not count because I'm just one person,' becomes a falsehood and prefabrication of the highest degree and order.

Utilizing the same line of philosophical reasoning, one component, one part, one segment involved in the "Gestalt," (or the total picture of a 'whole'), could also affect the 'whole' *positively* or *negatively*. Within a social system it becomes imperative that all subsystems work in unison; (e.g., a community a school, and an outlying district all interrelating and working together as *one* system rather than three separate systems). In other words, a chain will only be as strong as its weakest link. By several subsystems working independently of each other in one larger system, the goals or aspirations of each subsystem will quite possibly fail to succeed; and the main goal of the system will probably fail.

Each student was reminded that he or she comprised one separate system, and that this 'singular system' came in contact daily with many additional systems. These included the systems of other individuals as well as the large social systems formed by the community, the school, the district, and so forth. Whether all the subsystems, systems and suprasystems worked in harmony depended largely on the attitudes of the people who lived and worked within the social systems. If goals were to be achieved for the betterment of the total community, positive attitudes were a necessity for the creation of a progressive, productive climate.

Unit 4's first teaching objective stressed a basic student knowledge of systems, their elementary interrelatedness, and how several factors effected the movement of a social system toward a desired goal. Institutions may possess certain expectations of individuals as a group, while one individual's singular personality may produce needs in direct contrast to the expectations of institutions, such as the town, the school, or a K-12 district as a whole.

Whether institutional expectations and individual needs were in contrast or agreement with the movement of a social system towards a desired goal, one thing was certain: A 'climate,' positive, negative, or varying degrees inbetween, would be produced. Therefore, if the 'progressive' leadership of a community had the ability to identify and ultimately eliminate weak areas in either the dimension of institutional expectations, or the dimension of individual needs, then the overall area of a 'negative climate' could be diagnosed, steps taken to remedy the negativism, and a positive prognosis developed for future goals in achieving community growth. If the students understood that a 'total community,' *per se,* was not merely one system, but rather a combination of several subsystems, systems, and suprasystems, then an important step had been accomplished in realizing that the total, the whole, (Gestalt), of any one 'thing' involved many components and possibly myriad segments of various tangibles, intangibles, entities and non-entities. Two analogies were used in explaining this philosophy: 1) If a mechanic works on a motor, more than likely he or she will work on the parts of the motor which need repair, and not the entire engine; and 2) if a physician operates on an individual, only those body parts which require medical attention will be repaired, not the sum total of a flesh and blood human being. Both analogies applied to the first teaching objective of Unit 4. A knowledge of the whole, the Gestalt, was essential in realizing that many parts comprise the total of one supra-social system. The inability to see how the many parts fit together to make up the whole could very possibly result in the failure of future community growth.

The second objective of the unit was to help students become aware of 'rural' as a 'minority' way of life. Urban-dwellers far outnumber the rural citizenry of this nation. As a minority the students were to expect discrimination and a continuous effort to reform or modify the agrarian way of life. Pride in one's culture, customs, roots, heritage, ancestry, and lineage could have a great effect in helping to divert the 'steamrolling' efforts of urban-based legislation and a prominent, voice-of-authority media.

Unit 4's third objective was to help students realize that communities/towns exhibit personalities as unique and as independent as those possessed by individuals. Various surrounding communities were discussed in terms of power structures, goals, personalities, strengths, weaknesses, and whether or not the community was considered a success or a failure and why. Unification factors, such as the possible ethnic commonality of a community, were discussed at great length. This resulted in introducing the fourth and final objective of Unit 4, that of emphasizing the importance of 'school' and 'community' working together if both were to survive.

The primary instructional methodology utilized for Unit 4 was in-class discussion. The four teaching objectives corresponded to questions 28, 31, 43 and 45 of the pretest/posttest.

UNIT 5 — Individual Attitudes and Personalities in a Rural Community

Although Unit 5 had only one major teaching objective, it did correspond to six pretest/posttest attitudinal questions: 46, 51, 52, 53, 54 and 55. In assisting students to realize "the importance of 'positive' school-house, community, and student body attitudes in the building of a community" several instructional methods were used. These included the SRI sound-filmstrip "Everyday Heroes," VMI's "Living in a Community" transparencies, lecture, and in-class discussion.

The unit emphasized the importance of the total K-12 district displaying positive attitudes in the successful regeneration of a community. Students were reminded of the integral role they played as a vehicle for 'public relations,' good or bad, emenating from the 'school-house.' Emphasis in class was placed on the ways communities have of judging schools. Reckless, irresponsible behavior of students *after* school hours, noticeable absenteeism *during* school hours, general rowdiness displayed in public, a lack of concern for the school's physical condition, 'negative' school spirit, (and so on), were several examples of the only 'logical' criteria by which a school could be publically evaluated. The trite, time-worn cliche of "wherever you go and whatever you do, you are a representative of your school "was stressed and reiterated during the course of Unit 5. This 'pearl of wisdom' also included the faculty and staff of the institution. Individual employees are often found in the position of being able to curtail and/or eliminate community-damaging rumors and fail to do so. Yet the employee and/or the student cannot be held totally responsible if they have never been told what the consequences of their verbal actions might be, and what the rewards could consist of if only a few optimistic words of 'good cheer' were spread as freely as the negative, community-deflating dialogue so often heard. The students were reminded that a positive attitude could be catching, and that "success breeds success." 'Community,' (i.e., school, town and district), should be synonomous with 'unity;' a unity of purpose, a unity of direction, and a unity of *positive attitudes.* Without unity, the future growth of communities would suffer devastating, permanent failure.

UNIT 6 — Careers: City vs. Rural

"Careers: City vs. Rural" was perhaps one of the most productive and aesthetically-satisfying units conducted in the "Lessons in Rural" series. One requirement for the study, as suggested by the federal government, was to develop a definition for the term "rural." Following the career education study *Toward Community Growth,* it became evident that "rural" was much more than the widely accepted definition of "non-urban." This terminology could only have been suggested by those who were 'non-rural,' and not members of an agrarian society. The actions, reactions and positive attitudes exhibited by students, faculty and resource personnel, (for the program of career education based on an original rural model), produced the following descriptive definition:

> RURAL: Of, or relating to, a minority people who habitate in sparsely populated areas and are identified by a unique persistence to retain their customs, culture, and individuality in all aspects of a human, spiritual, social, economic, and educational nature.

Completion of the government-requested definition for "rural" led to the second teaching objective of Unit 6, helping the students realize that as an *identified* minority they therefore qualified as the 'proud possessors' of an *identifiable* culture unique to members of their minority. Agrarian-based citizens have been blessed with traditions, lifestyles, socio-economic habits, etc. which are *inherent* within their accepted customs. Many of these customs are unconsciously viewed as an established way of life, and not as culturally unique, people-identifying characteristics. The acquisition of urban structured customs had always been the ultimate goal for rural students; a goal which had been stressed, empha-

sized and continually repeated by urban models of instruction and communicative influence. This goal had been constantly reinforced by parents of rural students and citizens of rural communities. Agrarian people believed what they read, what they heard, and what they had always been told. *Rural,* as a unique culture, was very close to being eliminated through urban-motivation and agrarian naivete. The Lohrville Career Education Model was designed to terminate and ultimately reverse this metropolitan-induced negativism toward rural customs, rural culture, and rural community growth.

A third teaching objective of the "Careers: City vs. Rural" unit included an attempt at helping rural students understand that they had received, and would continue to receive, an equal or better education than their counterparts in urban schools. Education was more than numbers and countless academic program offerings. A 'quality' education involved the concept of 'community;' the intangible variables so often ignored by the media and self-professed 'voice of authority' education experts. A quality education stressed the social development of each and every individual. This was the strength of a community-based educational system. Most rural students were given a vital 'freedom of choice' to belong, (academically, dramatically, musically, athletically, forensicly, vocationally), if they so desired. *This* was the hallmark of a *better* education; the total development of the individual. Rural students would always retain an umbilical-like connection to their school because they, as separate individuals, were, are, and would always continue to be, the unduplicatable essence of the 'community-based' school. 'School' was much more than bricks, mortar, classrooms and gymnasiums; *school* was an intangible, basically undefinable *experience* which would last a lifetime. Urban educators, unfortunately, could never hope to duplicate the community-based, *total* 'individual-development' concept of education received by rural students. If *unequal educational opportunity* does actually exist, then it could possibly lie in the urban educational sector's inability to provide as *complete* an education as the rural sector since attitudes concerning the total development of 'self' in an 'unidentifiable community' are virtually non-existent. This observation must have credibility since urban education leaders have consistently failed to recognize 'self' as a viable argument for the retention of rural education philosophies throughout agrarian America. When education becomes more of a one-to-one process due to declining enrollments, rural communities are told that this is not economically sound. A logical question then becomes, "what price do we set on the total educational development of *one* individual — do we value programs into which the individual can be placed, or do we value the individual placed within the programs?" Let it be known that an individual can go through more education at a large institution, but in a small school more education goes through the individual. (With tongue-in-cheek it might also be noted that, thank God voices of educational leadership and authority did not exist in the days of Jesus Christ. After all, He had only 12 students in his class, and that's not economically sound. But then again, it has been rumored that Christ, too, was interested in the development of 'self.' The Good Shepherd left the *99* and went in search of the *one.*)

Unit 6's fourth teaching objective stressed past and present discrimination of rural people as a minority. The final objective discussed similar traits and conditions found in all urban areas, including the present trend of out-migration to sub-urban areas. The objectives in this unit corresponded to questions 27, 28, 29, 30, 32, 34 and 35 of the pretest/posttest. Instructional aids included the SRI sound-filmstrip "The Urban Frontier," VMI's "The Cities" transparencies, lecture and in-class discussion.

UNIT 7 — The Generation Gap

The final unit of "Lessons in Rural" had only one objective: To help students realize that senior citizens played a vital role in the construction or destruction of a community. This corresponded to questions 39 and 40 of the pretest/posttest.

Class discussion concerning the attitudes of senior citizens regarding schools and community development became the primary focus of "The Generation Gap." It was suggested that senior citizens often felt left out, or ostracized by school and community leaders. Bond issues only increased their property taxes and, after all, their children were raised *and* gone from the area. A general concensus resulting from this rather short, but vitally important unit was that senior citizens should be involved in community/school activities if future growth was to occur. This included making them feel welcome at school events; inviting senior citizens to utilize the school's physical facilities; the establishment of a "senior citizen recognition day" at school; reduced price lunches to be eaten with students in the cafeteria once or twice a month; and a continuous line of communication between local officials and senior citizens concerning current school/community happenings.

On March 12, 1979 the Lohrville Community Schools' Board of Education voted to provide school-prepared lunches for senior citizens. The meals were initially offered twice weekly and participants charged a total of 65 cents per lunch. Following the meal the community's senior citizens were free to utilize the

lunch room as a recreational facility for cards, checkers, coffee or sundry leisure activities.

* * *

Ironically, the best summary for the essense and intended nature of the "Lessons in 'Rural'" studies was found in the February 11, 1979 edition of the *Des Moines Sunday Register*. For his *Iowa Boy* column *Register* Staff Writer Chuck Offenburger visited Aurelia, a northwest Iowa community of 1,065 proud citizens, to interview Doug Lockin, "an extraordinary senior" at the local High School. This community-proclaimed, "All-American boy," unknowingly but articulately documented the need for a rural career education model in his following statement,

> . . .I've grown up in this town. I have very strong feelings for Aurelia.
>
> I always said that I'd never leave here, but I see now I have to, at least to get an education. After that, if there's a good chance for me to come back here, set up some kind of business and live, I probably will.

Wouldn't it be nice if attitudes such as the one exhibited by Doug Lockin could not only be encouraged, but given definite direction and purpose within the parameters of a rural career education model designed specifically for a rural state? Many, many youthful Iowans want to "come back here, set up some kind of business and live." *Toward Community Growth* and "Lessons in 'Rural'" are one step in the direction of fulfilling that attitudinal desire, and in lending credibility to the State Motto, *Iowa — A Place to Grow.*

FOOTNOTES

[1]The Lohrville Development Commission, formed in the fall of 1976, is currently striving to remedy the housing shortage through the facilitation of land purchasing for local contractors.

[2]Jonathan P. Sher and Rachel B. Tompkins, "Economy, Efficiency, and Equality: The Myths of Rural School and District Consolidation," *Education in Rural America: A Reassessment of Conventional Wisdom,* ed. Jonathan P. Sher, (Boulder, Colo.: Westview Press, 1977), p. 57.

[3]*Ibid.*, p. 47.

[4]Wayne P. Truesdell, "Declining School Enrollments: Implications for School Reorganization and Financing," *PURE Newsletter,* (Alden, Ia.: Graphic Agri-Business, Dec., 1977), p. 10.

[5]Russell G. Pounds, "The Future of Iowa Schools: Selected Data," (ISU Extension Economist address delivered at Rockwell City, Iowa, Oct. 27, 1977).

[6]Glenn Collins, "The Good News About 1984," *Psychology Today,* ed. Jack Nessel, (New York, N.Y.: Ziff-Davis Publishing Company, Jan. 1979), p. 34.

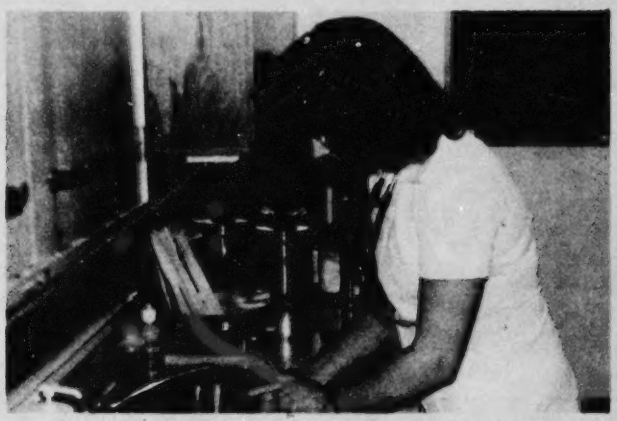
[7]Timothy Weaver, "Class Conflict in Rural Education," ed. Jonathan P. Sher, *op. cit.*, p. 193.

[8]Roger A. Baskerville, *The Development of a Model for Public Relations Programs in the Iowa Intercollegiate Conference of Private Colleges,* (Lincoln, Nebr.: Unpublished doctoral dissertation, 1975), pp. - inclusive.

[9]Roger A. Baskerville, "An Environmental Systems Model: Conceptualization, Application and Modification," *A Systems Approach to Learning Environments,* eds. Phillip J. Sleeman and Suleiman D. Zalatimo, (Roselle, N.J.: MEDED Projects, Inc., 1975), pp. - inclusive.

LOHRVILLE SENIORS WORKING "TOWARD COMMUNITY GROWTH"

Barb Alliger spent her fall occupational experience working in Margaret Seeck's Tax Consulting Office. Her second semester's work experience was in the Lohrville Community Schools' First Grade. Barb's future plans include majoring in elementary education at Northwest Missouri State College.



Mary Buttolph experienced a wide range of health service occupations during her senior year. In the fall she worked with Dr. Joseph Smith in the Lohrville Chiropractic Clinic, and in the spring at the McCrary-Rost Clinic and Stewart Memorial Hospital in Lake City. Mary has been accepted for nurses' training at Iowa Methodist in Des Moines.

Michaela Boettcher was Lohrville's 1978-79 foreign exchange student from Germany. During the first semester 'Mickey' worked as a veterinarian's assistant with Dr. Arthur H. Mally of Lake City. In the spring she worked on Senator William P. Winkelman's Shetland Pony Farm. Some of her time was spent in translating European 'pony' journals for the Senator. Mickey will be in Germany this summer, but would like to return someday as a veterinarian and "work with Doc Mally."

Suzette Cooklin's work-related experiences have included student teaching in Lohrville's Elementary School, and working as a secretary for Lohrville's Simplot Soilbuilders' Plant. Future plans include secretarial and/or retail sales' work.

Mark Coon chose to work at Headley's Plumbing and Heating for both occupational experiences. Mark displayed a high proficiency and occupational interest for electrical work. His future plans include Iowa State University, farming, and part-time electrical assistance for Headley's.

Warren Gemberling displayed occupational, aptitudinal and self-identified interest in banking and law. The fall work-related experience occurred in the Lohrville Savings' Bank, and the second semester's was spent working as a lawyer's aide for Gray and Gray in Rockwell City. Warren has been accepted at Simpson College in Indianola, Iowa.

Julie Dischler has been accepted at Iowa Lakes Community College, Emmetsburg, for training in the 'Legal Secretarial' program. Julie worked at the Lohrville Savings' Bank her first semester, and as a legal secretarial aide for Gray and Gray, Rockwell City, her second semester.

Kerry Hanlon worked at Lightner Farms as a mechanic/farmer and as an Industrial Arts' student teacher. Kerry has been accepted at Northwest Missouri State College and plans to major in Industrial Arts' Education.

Cindy Hasty worked as a commercial secretary for Headley's Plumbing and Heating in the fall, and as a medical secretary for Lake City's McCrary-Rost Clinic and Stewart Memorial Hospital in the spring. Cindy has been accepted at Iowa Lakes Community College for study as a medical secretary.

John Hood worked as a 'Junior Cadet' law enforcement officer for the City of Lohrville, and as an elevator worker for Wightman Feed & Grain. John has been accepted at Iowa Central Community College, Fort Dodge, and plans to emphasize Elevator Management.

Jim Hirschberg worked as a student teacher for Lohrville's K-12 Art program in the fall. In the spring Jim served as a 'self-employed' photographer, taking candid shots for *Toward Community Growth,* and learning how to develop the negatives at the Rockwell City *Advocate* — Lohrville *Enterprise* office. Future plans are still indefinite.

Rosanne Kalous worked in Lake City's Nursery School, and at Rockwell City's home decoration Interior Shop. Future plans are still indefinite, but she will seek work in the immediate area.

Chris Kavanaugh worked at Headley's Plumbing and Heating, and as a carpenter at the Lohrville Lumber Co. Chris plans on farming and working with his Dad as a carpenter.

Pat Miller worked at the Lohrville Farm Co-op Center in the fall, and as a truck driver/farm manager for McLaughlin Farms in the spring. Pat plans on farming in the Lohrville area following graduation.

Alan Lohr served both semester's work-related experiences as a student teacher in Lohrville's Music Department. Some day Alan and his brothers hope to open a retail/wholesale music store in Lohrville; the first of its kind in Calhoun County.

Joe Minnehan spent both semesters working as a veterinarian's assistant for the Mally, Boettcher & Armbrecht Clinic in Lake City. Joe has been accepted into a veterinarian's assistant program at Northeast Missouri State College. Future plans include returning to Lohrville and working in his chosen profession.

Ron Monahan worked at the Lohrville Lumber Co. and at J & K Auto of Lake City. Ron has been accepted at Iowa Central Community College, Fort Dodge, and plans to pursue auto mechanics. Future plans include returning to Lohrville and opening his own shop.

Lori Post has been accepted for Iowa Lakes Community College's general secretarial course. Work experiences included Headley's Plumbing and Heating and the Air Electric Factory in Lohrville.

Patty Nelsen has been accepted at Iowa Central Community College, Fort Dodge, and plans to take a computer key-punching program. Work experiences included secretarial at Simplot Soilbuilders and machine operator at the Lohrville Savings' Bank.

Julius Pudenz worked as a carpenter at the Lohrville Lumber Co. and as an employee of the Farmers' Feed and Grain store. Julius' future plans include farming and working as a part-time carpenter in the Lohrville area.

Roni Riedesel worked as a beautician's aide and as a photography student at Wandel's in Carroll. Roni has been accepted as a liberal arts' student at Simpson College of Indianola, Iowa.

Candy Schamel's two occupational experiences involved fabrics: Farley's of Lake City and Linda Hardy's of Lohrville. Candy plans on working in the area following graduation.

Lory Schaffer worked at Lake City's Nursery School in the fall and at Rockwell City's Parkside Florist in the spring. Future plans are indefinite.

Bill Schmitt worked as a student teacher in the Lohrville Math Department and as a technician at Earl Davis' Radio and TV Repair Shop. Bill plans on attending Iowa State University.

Janet Sommerfeld worked in the office at Rands' Elevator Co., and at the ASCS office in Rockwell City. Janet plans on seeking post-graduation work in the immediate vicinity.

Randy Webb worked at Davis' Radio and TV and at the Lohrville Farm Center. Future plans include farming in the Lohrville area.

Jackie Tasler worked as a student teacher in the Lohrville Art Department, and as a social worker for the Rockwell City Department of Social Services. Jackie plans on pursuing music and art following graduation from high school.

THE DEVELOPMENT OF A RURAL CAREER EDUCATION MODEL

The Lohrville Community Schools of Lohrville, Iowa, initially adopted the concept of Career Education programming into their elementary curriculum for the 1975-76 school year. During this period of time the Lohrville School System was a member of a "cluster" league of K-12 educational districts, (from the merged Area Education Agency, AEA, #5), who had accepted leadership from a Career Education coordinator employed and guided by Iowa Central Community College (ICCC) of Fort Dodge, Iowa. This coordinator was directly responsible to both her ICCC employers and the specific superintendents of AEA #5 who comprised the "cluster" Career Education league of which the Lohrville Community School was a member.

The initial introduction of Career Education into Lohrville's Schools, 1975-76, focused primarily on the District's K-6 elementary grades. Some direction, basically conceptual, was given to several secondary school instructors, i.e., grades 7-8. Based on data gathered by the District's administrative staff during the 1976-77 school year the concepts and activities of Career Education as presented by the ICCC coordinator were both educationally sound and easily adapted for the currently existing curricular components of the Lohrville Elementary School. (The gathered data was largely empirical and in the form of verbal feedback from those instructors who were a part of the District's initiation into a Career Education Program.) The end of the 1975-76 school year found the Lohrville Community Schools in the position of having been an open and willing recipient of Career Education's introductory conceptualization; remaining to be implemented were the actual application techniques and possible modification of current emphasis in the elementary school in order that the full educational potential of an organized Career Education program might be realized. The full gamut of conceptualization, application and possible modification remained for the Lohrville Secondary School during the 1976-77 school year.

In the spring of 1976 the Lohrville Community Schools' Board of Education voted unanimously to terminate membership in the cluster league of K-12 districts who were currently subscribing to Career Education services through the auspices of ICCC. This act of termination was committed for the following reasons:

1) The financing for the Career Education services came directly from the District's General Fund. Although a rather large percentage of the finances were reimbursable for the first year, fiscal plans for 1976-77 called for a lesser percentage of monies to be reimbursed; the same held true for succeeding years. Due to a continual decline in enrollment, the Lohrville Board of Education felt the expenditure of General Fund monies was unadvisable since there would already be fewer dollars to carry on existing programs.
2) The above reason, and consequent Board decision, was strongly documented and supported by the fact that AEA #5 could and would provide Career Education services through their own coordinator. Since the Lohrville Community Schools were a member of merged AEA #5, and since the District was currently transferring $18,399 from their General Fund to the AEA for 1975-76 (and with an estimate of $19,724 to be transferred for 1976-77), the Board decided to take full advantage of the AEA's services which were available, and financed in part by monies from the District's General Fund.

In July of 1976 a new Superintendent of Schools and Secondary School Principal were hired by the Lohrville Community School District. Both new members of the administrative staff were informed of the Board's spring decision to terminate membership in the Career Education cluster league. Shortly thereafter the AEA's Career Education coordinator was contacted and a September 7 meeting/orientation date established between the Lohrville K-12 faculty and the Area coordinator. Results derived from the meeting primarily included a renewed emphasis and review on Career Education and its goals/activities for K-6 instructors; an introduction to the broad peripheries of Career Education for secondary school instructors; and, the formulation of academic departments within the K-12 system in order that there might be greater coordination among Lohrville's total educational faculty in the reception, further conceptualization, application and possible modification of Career Education and basically synonymous, District-wide educational objectives. Additional results included the following: 1) the development of an educational philosophy and a policy reflecting on the basic skills of education by the District's administrators, faculty, and Board of Education; 2) the initial presentation of a Lohrville Career Education Model designed to complement, supplement, further clarify and provide a direction for specific Career Education/Education objectives of the Lohrville Community School District as well as adhere to those activities/objectives stipulated by the Iowa Model and mandated by the Iowa Department of Public Instruction, (DPI); and 3) the development of a Career Education/Education "Classroom Ac-

tivities by Subject and Occupational Cluster" organizational schemata designed to complement and further clarify specific education objectives of the Lohrville District as well as provide a stronger adherence to those activities/objectives' examples provided and outlined in the DPI's publication, *Models for Career Education in Iowa.*

For the majority of Lohrville's K-6 educators, the meeting with the AEA's coordinator was basically a review of 1975-76's efforts to conceptualize and ultimately introduce/phase-in Career Education with the currently existing curriculum. Many K-6 instructors were positively reinforced as to Career Education activity efforts initiated in individual classrooms during the 1975-76 school year. Since many of the instructors had prior knowledge of the "Iowa Model" and "Classroom Activities. . .," they inadvertently served as a focal point for those secondary school instructors who had not gone through an orientation, conceptualization and application phase. (This prior knowledge later served as an invaluable initiation point for "complementary expansion" of the "Iowa Model" and "Classroom Activities" schemata.)

In order to facilitate the transition period for secondary school educators (from little or no prior knowledge of Career Education to introductory conceptualization/orientation), it was decided by the administration that positive, coordinated efforts toward a common goal might be greatly enhanced through a sharing of ideas/innovations both "inter" and "intra" departmentally. Within the Lohrville Community Schools' system academic departments fell logically into four areas: 1) Department of Elementary Education, 2) Department of Humanities, 3) Department of Social Sciences, and 4) Department of Natural Sciences and Vocational. Departmentalization was established with the understanding between administration and faculty that future departmental development at Lohrville could possibly involve K-12 "total" departmentalization by subject area, rather than the split (departmentally) between elementary (K-6) and secondary (7-12) schools. The act of departmentalizing did, however, develop a communicable, cohesive bond between elementary and secondary school instructors. (As previously noted, this was important in that secondary school instructors had not been recipients of Career Education orientation/conceptualization during the 1975-76 school year.)

In essence, the act of departmentalization advanced the need for regular meetings between and among departmental chairmen and administrative staff in order to discuss pertinent and relevant problems pertaining to education.

An Educational Policy and An Educational Philosophy

At their November meeting the Lohrville Community Schools' Board of Education adopted a policy on "Adherence to the Basic Skills of Education." The policy was stated as follows:

> With the exception of those students classified as Learning Disabled and categories therein and thereunder, it is expected that all K-12 students of the Lohrville Community School District be instructed in, and repetitively drilled and tested in, the basic skills of education. That is, all K-12 students should display continual progress in the academic disciplines of *reading, writing, mathematics, social studies,* and all other basic academic functions and social interaction skills as defined by the Lohrville Community Schools' Board of Education, its administration and certificated faculty.[1]

The "Basic Skills policy served the following purposes:

1) It provided an initiation point for educational "common ground" from kindergarten through the twelfth grade. This was viewed as important by the Lohrville Board, Administration and Faculty since attempts were to be made departmentally to coordinate and organize Education/Career Education at all grade levels. If education was to possess degrees of uniformity and continuity within the Lohrville system, it was imperative to establish an "adherence policy" as a concrete focal point for all departmental "career" offerings.

2) It was becoming increasingly apparent to the Lohrville Administration, following the September meeting, that education, *per se,* and Career Education were synonymous; i.e., one in the same. Career Education *is* education; it simply becomes a refocusing of that which educators have been doing for years. In accordance with this philosophy, Dr. Barbara Ainsworth, AEA Career Education Coordinator, further documented the "synonymous" opinion when she stated in an early December, nonstructured interview that ". . .in essence, Career Education is 'back to basics' simply because Career Education is education. [The 'Iowa Model' and Lohrville's complementary addition to the 'Model'] can be, and actually are, 'back to basics' models in addition to being Career Education models. Neither modes are identifiable as separate entities; they fuse together."[2] Hence, "back to basics" = education = Career Education. More importantly, however, is the remaining assumption that "back to basics," K-12, would help in establishing common ground for a common goal; the fusion of currently existing educa-

tion and the "new" concept of Career Education with the "common ground catalyst" of a "back to basics" philosophy.

In addition to the policy on "back to basics" the Lohrville administration (prior to 1976-77) established a thirteen-point philosophy which did dictate an educational direction for the District. Although the philosophy was never officially adopted as policy by the Board of Education, the administration and faculty of the Lohrville Community Schools followed the basic thesis of the philosophy with unanimous Board endorsement and approval. Adherence to the philosophy officially commenced during the 1975-76 school year. Each of the thirteen statements on educational belief/philosophy is accompanied by supportive statements and pragmatic, directive practicums as to how the philosophical objectives should be accomplished within the schools' systems. All the statements lend themselves to a sound basis for the continued conceptualization, application and possible modification of Career Education objectives and/or activities. However, it becomes the opinion of the Lohrville Community Schools' administration and faculty that philosophy statements III through XIII speak most directly toward the Career Education ideals of the District.

The following are the thirteen statements which, when assimilated and practiced, become the pragmatic educational, hence Career Educational, philosophy of the Lohrville Community Schools. (It might also be said that it is an overriding philosophy of the current Board and administration that all education provided by the District *should be* education for life.)

I. WE BELIEVE THE CHILDREN IN OUR SCHOOL SHOULD LEARN TO THINK LOGICALLY AND TO EXPRESS THEMSELVES CLEARLY.

The presence of favorable environmental factors are basic to the beginning of growth and culture. However, the continued success of a growing culture is closely related to an intelligent adjustment to the environment. Intelligence has been defined as the ability of an organism to adapt itself adequately to its environment; the ability to see what ought to be done and how to do it.

Our schools should accomplish this objective by helping students:

To acquire the ability to use the tools of learning, reading, writing, speaking, listening, observing and reasoning;

to acquire the ability to evaluate information; and

to acquire the ability to draw and test conclusions.

II. WE BELIEVE THE CHILDREN IN OUR SCHOOL SHOULD FORMULATE FOR THEMSELVES, WITH THE ASSISTANCE OF OUR SCHOOLS, SOUND MENTAL AND PHYSICAL ATTITUDES TOWARD HEALTH AND SAFETY.

While it is important how well individuals may be prepared scholastically, if they do not possess strong bodies and emotional stability, their work in the community of man may be seriously impaired or even harmful to that community.

Our schools should accomplish this objective by encouraging students:

To participate in physical activities or rest and relaxation in accordance with the best interest of the individual;

to exercise balance in daily activities condusive to good health;

to understand the principles of health and sanitation; and

to recognize their personal responsibility for health and sanitation in the home, school and community.

III. WE BELIEVE THE CHILDREN IN OUR SCHOOL SHOULD DEVELOP MENTAL RESOURCES AND AESTHETIC VALUES FOR THE WORTHY USE OF LEISURE TIME.

Technological advances have greatly freed man from the drudgery of life, yet they have also created for individuals a vast amount of leisure time. Young people need to develop interests and skills which will carry over into desirable recreation and leisure time pursuits.

Our school should accomplish this objective by helping students:

To acquire knowledge and skills, develop interests in such hobbies as fine arts, handicrafts, sports, reading, dramatics, and social situations;

to select activities and budget their time so as to provide a good balance among work, civil affairs, and recreation;

to learn to use leisure voluntarily to benefit others as well as themselves;

to appreciate artistic qualities in various aspects of daily living; and

to become contributors in aesthetic endeavors insofar as ability and talent permit.

IV. WE BELIEVE THE CHILDREN OF OUR SCHOOL SHOULD DEVELOP STANDARDS

OF ETHICAL AND MORAL VALUES WHICH GIVE DIRECTION TO THEIR LIVES.

With the increasing complexity of our social structure and subsequent interdependence of all people, there are many guides to conduct. No society can be secure without the self-discipline and integrity of its members.

Our schools should accomplish this objective through:

Encouraging students to develop a sense of ethical values essential to the education of young people in a democracy and the development of religious freedom that must be preserved by the school. If certain ethical teachings of the school are controversial among different religious groups, all views should be presented and respected

V. WE BELIEVE THE CHILDREN OF OUR SCHOOL SHOULD BE PROVIDED WITH EXPERIENCES AND ACTIVITIES THAT RECOGNIZE AND CONTRIBUTE TO THE DIGNITY AND WORTH OF THE INDIVIDUAL.

With modern means of transmission of ideas, ideals, and products throughout the world, individuals tend to feel insecure and insignificant in stature. Understanding of the organizational structure will enable students to interpret the values of the individual in our economic and social patterns.

Our school should accomplish this objective by helping students:

To realize that each person has a religious, economic and social inheritance which makes him/her an individual;

to accept the enriching contributions of cultural differences and to displace prejudice and ignorance with knowledge of customs in the world;

to develop an understanding of the dependent nature of people and nations, and impress upon them the corresponding obligations such as interdependency entails;

to recognize that the belief of an individual can influence the lives of man; and

to practice experiences and activities that would uphold the dignity of youth.

VI. WE BELIEVE THE CHILDREN OF OUR SCHOOL SHOULD UNDERSTAND THE SIGNIFICANCE OF THE FAMILY AND CONDITIONS CONTRIBUTING TO SUCCESSFUL FAMILY LIVING.

The children in our school are minors in their family; however, nearly all in future years will marry, establish homes, and rear children. The need for improvement in the family as a social institution is becoming increasingly more evident to the cultural development of our society.

Our school should accomplish this objective by helping students:

Who feel inadequate socially to overcome their handicaps by providing consultive services in the school and community;

become aware of the family as a fundamental unit in society; and

acquire the skills and attitudes necessary in sharing home duties and taking increased responsibilities for a good home.

VII. WE BELIEVE THE CHILDREN IN OUR SCHOOL SHOULD DEVELOP UNDERSTANDINGS, ATTITUDES, AND SKILLS ESSENTIAL TO AN INTELLIGENT AND PRODUCTIVE PARTICIPATION IN THE ECONOMIC LIFE OF THE COMMUNITY.

The national welfare of our day and of our future will depend upon a well-trained and employed citizenry. Our economic structure includes the knowledge of monies, investments, trades, and marketing as well as the production of consumer goods and their use.

Our school should accomplish this objective by encouraging students:

To study the laws of commerce, trade, and the principles of investment;

to know the laws of production, of domestic and foreign trade and markets;

to study the principles of everyday economics, insurance of all types, installment buying and banking, in order to stabilize their economic status; and

to study the markets as well as wise, careful buying in order to defend their own interests and welfare and to build a community based upon sound financial principles and investment.

VIII. WE BELIEVE THE CHILDREN IN OUR SCHOOL SHOULD LEARN TO LIVE SUCCESSFULLY WITH THEIR FELLOW MEN.

The success of a democracy is based on the will of the people to work and play together with mutual respect and a minimum of conflict. Maximum individual and group welfare can be realized only when each person has the ability to live and work successfully with others.

Our school should accomplish this objective by helping students:

To understand and appreciate the ideals of American Democracy;
to develop ethical standards and habits, and respect for the worth and integrity of others;
to understand the rights of citizens in a democratic society and to assume the responsibilities which these rights entail;
to understand what constitutes fair play and to place the safety and welfare of others above personal drives;
to develop aptitudes for leadership and for following sound leadership; and
to feel accepted in, and become an integral part of, a social group.

IX. WE BELIEVE THE CHILDREN OF OUR SCHOOL SHOULD DISCOVER FOR THEMSELVES, WITH ADEQUATE GUIDANCE, THEIR APTITUDES AND ABILITIES WHICH BEST SERVE THEM IN THEIR CHOSEN VOCATIONS.

Our social order today, with its standards of living and specializations of occupations, has brought about many thousands of types of work for which students need direction in finding their chosen vocations.

Our school should accomplish this objective:

With guidance by an especially trained counselor and a complete testing program which shall be executed by this advisor and an instructional force dedicated to this accomplishment;
by encouraging students to study their talents and abilities to find the work for which they are best qualified;
by the pursuit of such courses as will provide the students with a salable skill;
by offering courses relating to the sciences, humanities, and to the arts, that will aid the student preparing himself for higher training and eventual entry into the professions; and
by helping students to locate and understand the areas and needs for professional and occupational services, and so find permanent employment and satisfaction in living.

X. WE BELIEVE THE CHILDREN IN OUR SCHOOL SHOULD BE MADE AWARE OF DISPARITIES OF HUMAN CIRCUMSTANCES AND SHOULD BE GIVEN A DESIRE TO CORRECT THESE DISPARITIES.

The modern ages has given man greater freedom than ever before. It has also given him opportunity to use this freedom for the oppression or uplifting of his fellow human beings.

Our school should accomplish this objective by helping our students develop:

An understanding of the basic needs of society;
a desire to help people less fortunate;
the ability to understand that they are members of a world community; and
an attitude that allows them to measure scientific development by its contribution to the general welfare.

XI. WE BELIEVE THE CHILDREN IN OUR SCHOOL SHOULD DEVELOP OPEN MINDS TOWARD HONEST DIFFERENCES OF OPINION.

Democracy will continue to thrive only on the exchange of ideas. As these ideas are explored, probed and re-examined, man will advance to greater achievements in human relationships.

Our school should accomplish this objective by encouraging students:

To accept free exchange of ideas in the classes held in school;
to study our cultural heritage;
to develop proper attitudes toward compromise necessary in a democracy; and
to make critical analysis of propaganda.

XII. WE BELIEVE CHILDREN IN OUR SCHOOL SHOULD DEVELOP RESPECT FOR THE LAW.

While it is important that children know the law, it is also important that they learn to respect the law. Without law, human relationships are chaotic, and without respect for the law, the best that human relationship can attain is a police state.

Our schools should accomplish this objective by helping our students:

Develop respect for the law providing an atmosphere of discipline; and
appreciate that they are a part of the system that creates the laws.

XIII. WE BELIEVE THE CHILDREN IN OUR SCHOOL SHOULD BE TAUGHT TO ACCEPT CIVIC RESPONSIBILITY CONSISTENT WITH DEMOCRATIC IDEALS.

The democratic society cannot continue its growth without a renewed emphasis in each generation that ours is a government of the people by the people, and that democracy exists upon the continued interest of its citizens in its government.

Our schools should accomplish this objective by encouraging our students:

To participate in self-governing activities while in school;

to become interested in government through proper courses while in school; and to respect our nation's resources.[3]

The Lohrville Career Education Model

As previously noted, the Lohrville Career Education Model, (LCEM), is based on, and serves to complement, the "Model for Career Development" (better known as the "Iowa Model"). (See Figure 1.) The fundamental components of the Lohrville Model are documented and supported by the Department of Public Instruction publication, *Models for Career Education in Iowa.*[4] The Lohrville Model does not attempt to replace the Iowa Model. Rather than a basically linear construct, the Lohrville Model is concentric in design and incorporates all dimensions of the Iowa Model as well as adding new dimensions for further conceptualized study on Career Education, and ultimate application of activities toward the desired result of "occupational entry" as depicted in the Iowa Model. The importance of "self," "awareness," "exploration," and so forth, are all included in the LCEM. Additionally, the precepts and concepts of "self," "significant others," "status," "synergism," "individual," "environment" and "the dignity of the individual" are provided for in the Lohrville Model because the learner is placed at the "core of his various communities; his/her learning is not only facilitated by formal educational experiences, but also informal. The learner's physical and social environment are also taken into account.

The framework for the LCEM is based on a Social Studies construct, (also concentrical), by noted sociologist Paul R. Hanna.[5] Using a Social Studies' model as a basis for a Career Education model is not without precedence and documentary support. The October, 1973, issue of *Social Education* includes an interview conducted by then President-Elect Stanley P. Wronski of the National Council for the Social Studies with Keith Goldhammer, Dean of the College of Education at Michigan State University. (Goldhammer co-authored *Career Education: Perspective and Promise,* and is considered one of the leading authorities on Career Education in the United States.)[6]

In the structured interview, Goldhammer elaborated on several societal aspects of living. The one question asked by Wronski which most clearly documented and annotated the central thrust of the LCEM, (and its Social Studies' background), was stated as follows:

. . .One of the traditional goals in social studies educaton is to prepare individuals to assume their role as proper citizens in a society. Now, you [Goldhammer] alluded to the need for an understanding of some of the conditions of society in order to be an effective person. Would you [Goldhammer] care to comment further about the relationship. . .between Career Education and what we usually associate with the social studies. . .?[7]

Goldhammer's reply:

. . .It would be my feeling that social studies is one of the primary areas for emphasizing Career Education. ...Social studies is a very broad and complex field. For example, an individual's understanding of, and finding his proper place in the matrix of, social affairs will affect him as a human being. ...Career Education puts a great deal of emphasis upon understanding what I, as an individual, gain from the economy, and what I must also contribute to the economy. It emphasizes the structure of human relationships that are built around the provision for our economic and social needs. There is compatibility between Career Education and the perspectives of the social studies.

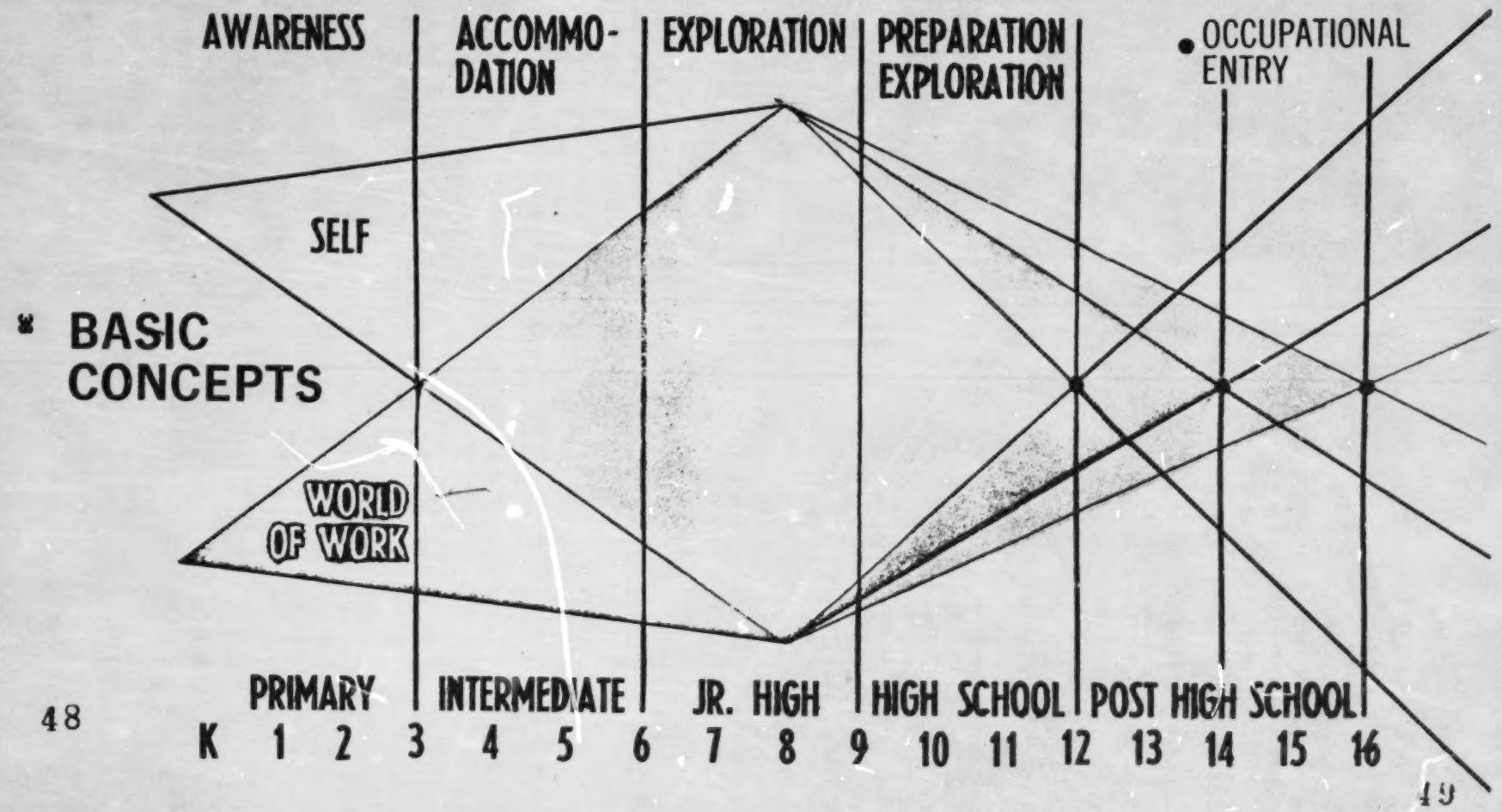
. . .The knowledge that we need for effective living does not come in discrete little compartments but is fused. The social studies, I think, is the key area where we can build this multidisciplinary approach to knowledge utilization so as to help individuals cope with the problems of existing society and improve the future of our society.[8]

In addition to providing support for the social studies concept of the LCEM, Goldhammer also touched on some key words and phrases which lend further credibility to the development and presentation of the Lohrville Model. Those deemed noteworthy are as follows:

- Social studies is one of the primary areas for emphasizing Career Education
- An individual's understanding
- Proper place in the matrix of. . .social affairs will effect him as a human being
- Individual; gain; contribute
- The structure of human relationships
- Compatibility between Career Education and the perspectives of the social studies
- Knowledge that we need for effective living . . . is fused. [Dr. Ainsworth, Career Education Coordinator for AEA #5, was previously cited as having said that "neither modes" (an educational 'back to basics' model and Career Education) are identifiable as separate entities; they fuse together."]

MODEL FOR CAREER DEVELOPMENT

CAREER DEVELOPMENT PHASES



Developed as part of Career Education Project, Iowa State University

Figure 1

— Multi-disciplinary approach

Several of these "key words" and "phrases" epitomize the central focus of Career Education as previously presented/cited, and as explained in both the "Iowa Model" and the DPI's publication *Models for Career Education in Iowa.* The complementary and supplementary Lohrville Model expands upon several of the "words" and "phrases" concepts and their almost inherent connotation to the total impetus of Career Education. Of significant importance is the learner's, (individual student's), role in society; hence, self-awareness and the dignity of self become "key" in the learner's understanding of human relationships and his/her place and/or places in the somewhat structured movement of society. Paul R. Hanna in *Focus on the Social Studies* opined affirmatively concerning this quest for community place/places when he stated:

> We believe that by careful programming we can introduce the pupil, through inquiring, to economic, geographic, historic, social, anthropological, and political science generalizations underlying each of these enlarging communities of which he is a member.[9]

Essentially, Hanna has hit upon a key and central concept of Career Education. A learner is, or should be, exposed to the many communities in which he/she is a member. Additionally, it should go without saying that the learner should also be exposed to the many-faceted structure of human relationships which will be met in, or on, each and every community level.

Baskerville and Sesow in *Theory and Research in Social Education* presented evidence on the modification of Hanna's model [10] which, when applied to the objectives and/or activities of Career Education, serves as the previously identified LCEM; (Figure 2). Figure 2 is a concentric, graphic representation/restructuring of Hanna's concept with two additional dimensions:[11] 1) Facilitators surrounding the child in the model's core, and 2) pathways leading from the child and his/her facilitation *through* the expanding communities and then back again (illustrated by the double-headed arrows). In order to facilitate the explanation of the model, only five of Hanna's eleven "Expanding Communities" have been included: 1) family, 2) school, 3) neighborhood, 4) local, and 5) state. It should be understood that the remaining "Communities," i.e. "region-of-states, national, interamerican, atlantic, pacific and world" can be added to the model represented by Figure 2 if so desired.

Before progressing further, it becomes necessary to assert two clear-cut definitive assumptions concerning Figure 2 and its relationship to Career Education: 1) The learner, placed in the center or core of Hanna's "Expanding Communities," does not stand alone. Rather, he/she is the chief beneficiary of facilitators, social and physical environments, his/her formal and informal educational experiences; and 2) this is made possible through the open "pathways" which are accessible to the child in his/her "journey" through the "world" of social studies.

As displayed in Figure 2 the child is surrounded by facilitators. No longer should the child be assumed as standing alone at the center of "Communities." As the chief learner in an environment organized for Career Education learning, the child relies on more than teachers to guide him/her through the "Communities." For example, the child is "facilitated" in his/her Career Education/Education experiences by "learning facilitators:" 1) social environments, 2) physical environments, 3) formal educational experiences, and 4) informal educational experiences. These "learning facilitators" are assumed to exist simply because the child's world of Career Education objectives/activities involves more than a classroom or a textbook.

Depending on individual circumstances the learner encounters a variety of physical and social environments as well as formal and informal educational experiences throughout life. Schools are probably one of the most common formal educational experiences and environments of individuals in our society. The degree to which teachers recognize and coordinate with other environments and learning experiences will determine the ultimate impact of planned Career Education objectives.

The pathways leading from the learner, or core, of Figure 2 allow for freedom of movement by the child through his/her surrounding communities as the progression of Career Education continues. The double-headed arrows at either end of the pathways allow for the return to a previously studied community.

The pathways have been designated as *exploration, acquisition, development,* and *application.* Through the learner's many environments and formal/informal Career Educational experiences, he or she will be introduced and reintroduced to knowledge, skills, and values. Through formal educational experiences in a school environment the learner is given the opportunity to explore, acquire, develop and apply his or her knowledge, skills and values.

In adapting Hanna's "Expanding Communities" model to function structurally as represented in Figure 2, the following assumptions must be made:

1) The child as a learner is the product of a formal, (institutional), education, as well as the product of a self-imposed, (personal), education in his/her day-to-day existence.

2) It becomes possible to penetrate or "join" the "institutional" and "personal" dimensions.

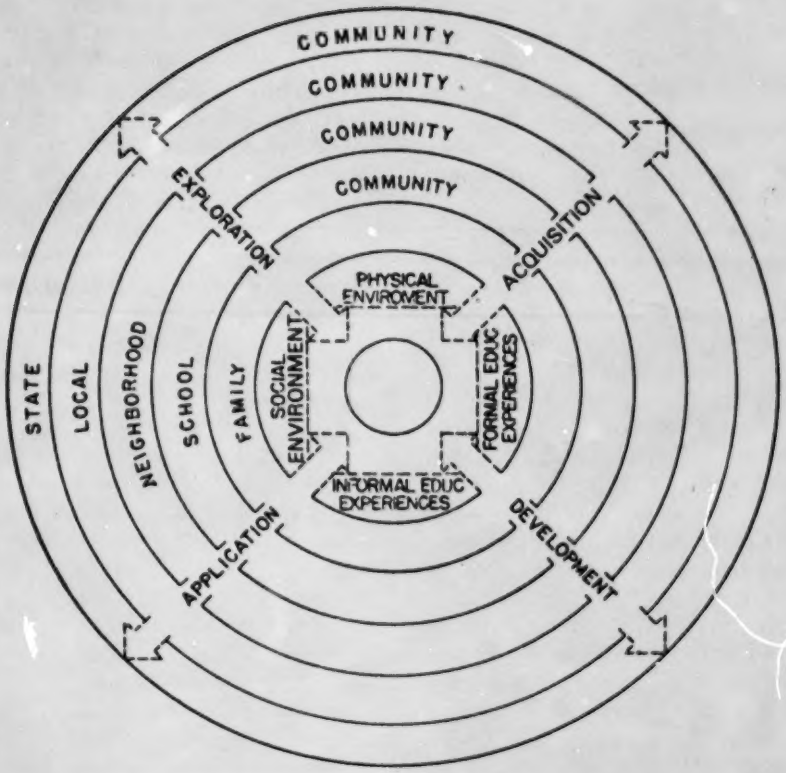

COMMUNITY
COMMUNITY
COMMUNITY
COMMUNITY
STATE
LOCAL
NEIGHBORHOOD
SCHOOL
FAMILY
EXPLORATION
ACQUISITION
APPLICATION
DEVELOPMENT
PHYSICAL ENVIROMENT
SOCIAL ENVIRONMENT
FORMAL EDUC EXPERIENCES
INFORMAL EDUC EXPERIENCES

FIGURE 2

3) The double-headed arrows, symbolic of the "pathways" in Figure 2, allow for "input" from the communities as well as "output" in the traditional, sequential pattern.

4) Hanna's "Expanding Communities" model is an "open" systems model as opposed to "closed."

As assumed, Hanna's model is an "open" systems conceptualization. The adaptation of Hanna's "Expanding Communities" model into the LCEM, Figure 2, necessitates the fourth assumption. According to Hearn, "open systems exchange energy and information with their environments; that is, they have inputs and outputs."[12] Stogdill regarded organized groups as an input-output "open system which exchanged members or values with its environment."[13] More succinctly stated is Griffith's comment: "An open system is related to and exchanges matter with its environment, while a closed system is not and does not."[14]

It is the opinion of the Lohrville Community Schools' Board of Education, administration and faculty that an "open" systems' model is not only important but crucial to the development of every student's concept of self. An "open" model is also essential in that it permits Career Education instruction on several "levels" of involvement, thus enabling student and instructor alike to develop fully in a non-sequential, non-locked-in manner. An open model additionally permits the system to utilize many aspects of formal, informal Career Education development through environmental recognition and "community" involvement on many levels. A student is thereby permitted to learn through interdisciplinary movement/instruction as opposed to a step-by-step, sequentially oriented multi-disciplinary program. (In essence, a concentric model has no beginning or end; a linear model does possess rather defined boundaries. A concentric model, the Lohrville Model, does, however, have an initiating point; the individual student and the individual instructor. If "awareness" and "self" are indeed important in the overall emphasis of Career Education, then the awareness of "self" becomes an individualized process and not a group product.) It should also be emphasized that the four pathways in Figure 2 permit individual students to *explore, acquire, apply* and develop Career Education objectives at *any* point or period of time in their educational experiences. This enables instructors to take individual students where they currently are in any given learning situation. The ability to explore and learn in an interdisciplinary fashion also permits and/or facilitates the incorporation and coordination of Career Education objectives into a previously existing curriculum.

In conceptualizing and applying the LCEM to the concepts of the "Model for Career Development" (the Iowa Model), the following Career Education definition, as developed by the DPI, was adopted and utilized:

> Career Education is a sequence of planned educational activities designed to develop positive student attitudes, values, knowledges, and skills toward self and the world of work that will contribute to personal fulfillment in present and future life opportunities as well as economic independence. Career Education, when incorporated into the existing curriculum has as its goal the creation of positive career objectives through the involvement of community resources and educational agencies.[15]

It is essential to remember, however, that a mere definition does not mean the existence of a functioning entity; (in this case the actual formation and incorporation of Career Education objectives into a working curriculum.) A good definition should allow for latitude as a workable, Career Education program becomes a very distinct part of institutional curricula. Instructors must also be given the freedom to *explore, acquire, develop* and *apply* their own Career Education plans into a formal/informal education schemata. Goldhammer, previously cited, documented the above-expressed philosophy concerning definition when he stated that Career Education ". . .somewhat defies a very precise, discrete definition, and there are many people who today feel that it would be wrong, as the concept of Career Education is emerging, to try to give it too discrete a definition because we should be exploring various parameters, various modes, through which we are pursuing certain objectives."[16]

Although indicating that Career Education did (by its very nature) defy a precise and discrete definition, Goldhammer did state what he felt Career Education is, and what it should be:

> I like to think of Career Education particularly as a means of helping youngsters to discover what their ultimate destiny in the world is. How can the schools help them to become contributing, participating, self-fulfilled members of society? I think Career Education is based upon the proposition that every individual, to become a fully participating, a fully contributing member of society, has to understand himself in relationship to the world of human affairs. Individuals perform several roles in a lifetime. They have a role to perform as a member of a family group; they have a role to perform as a participant in the aesthetic, avocational, religious, moral life of the community; they have a role to play as a producer of goods, or a renderer of services.[17]

A Pilot Test on the Operational Utility of the LCEM

In order to test the operational efficiency and practicality of the Lohrville Career Education Model, a pilot test was developed and presented to a Practical English class of current undergraduates. The class was chosen because of its even distribution of sophomores and juniors; all the students in this particular section had no prior exposure to Career Education concepts; and the class represented approximately 20 per cent of the District's high school population, thereby constituting a significant sample size of the Lohrville High School. (The District's K-8 population was not sampled for the pilot test since the majority of the students had been exposed, especially K-6 students, to Career Education objectives and activities during the 1975-76 school year.)

As previously cited, (and documented), Career Education does (somewhat) defy a precise and discrete definition. Data analysis, therefore, would have a tendency to also be "somewhat" imprecise and non-exacting. Assumedly, ultimate analysis of the collected data with possible assumptions and/or conclusions would be more subjective in nature, and empiricized in fact.

Before the pilot testing could be formally initiated, an education "activities sheet" was officially prepared in order that each and every component of the model would be examined for operational utility and observed for the degree of involvement in accordance with the intended and stated objective(s). Additionally, the outlined facilitation orientation, the pathway strategies, and the targeted and involved community levels would be examined accordingly. (Appendix D.)

Organization of the Pilot Test

The model pilot test followed the interdisciplinary schemata outlined on the Career Education Activities/Objectives Sheet. The test included one major and two minor objectives. Of central importance in the piloting of the model was the Career Education objective: "To initiate an understanding of Career Education; an awareness of self; and, the world of work." The two minor objectives, (in this specific Career Education/Education activity), were the Teaching Objective: "To have the students write a 'pre' and 'post' definition of Career Education before and after two class periods;" and, "grammatical correctness in both the writing of definitions and verbal expression in discussions."

Prior to the pretest the Model was utilized in order to state primary objectives; to outline educational facilitators — (for use by the instructor in planning teaching strategy); to determine student "pathways" of educational involvement — (for use by the instructor in assessing, empirically, the progress of the student in relationship to the stated objective(s)); and to target the community levels which may or may not be utilized and/or involved in attainment of the objectives.

On the first day of the pilot test, (prior to any lecture, inquiry and class discussion), the students were asked to write their definitions of what they thought or felt the words *Career Education* meant. Following two class periods of lecture, inquiry, and discussion utilizing the previously discussed Lohrville Career Education Model and Activities/Objectives Sheet, the class was instructed to rewrite their definitions of Career Education by adding or deleting concepts/ideas if their second (post) definition differed from their first (pre) definition. The two bi-lateral columns presented below are individuals' answers to the two questions asked concerning the provision for a Career Education definition, both before and following the two-day session on "awareness of self" and "world of work." The pretest definitions are included in the first column, and the posttest definitions in the second column. Both definitions provided by one individual, before and following the two days of class time, are placed in a bi-lateral position in order that a more direct comparison might be made between each individual student's respective conceptualizations; (i.e., one individual provided both responses numbered "1" in the pretest and posttest columns).

Pretest Definition

1) Receiving part of your education by working under someone's direction. For instance, a garage mechanic could teach someone a lot of things.
2) Career Education is the education about different jobs in this country.
3) Making clear to students the many different occupations available. Having the student choose the career of his choice and defining the career.

Posttest Definition

1) Showing a person how he can get any job if he really wants it.
2) Career Education is trying to find a place where you will fit into the world of work.
3) Finding a job that you think you will be happy with.

Pretest Definition

4) A career that you can find and learn about while in school.
5) Career Education is teaching, generally, about different educations.
6) Receiving in school the education and knowledge you need for the career you go into.
7) Career Education means having to have an education before you can get a job.
8) Career Education is something that will help you find what you want to do in life.
9) The education you receive in school that you will use when you get out of school.
10) Helping someone find a career.
11) Career Education is finding out about different careers, and helping you decide which one best fits you and your personality.
12) It is a program that is used to find out what the student wants to do and then getting work experience in that field.
13) Career Education is the education you receive by looking at careers.
14) Finding out what you want to be and then taking the classes in high school that you need in order to be what you want to be.
15) Making one job your career.
16) Career Education is teaching about different careers in life; helping you find a career; teaching you about different jobs.
17) The education you get when you study for a career in life.
18) Career Education is education that helps you determine what you'll be doing when you get out of school. It helps in fulfilling your goals.

Posttest Definition

4) Career Education is what you want to be when you get older.
5) Career Education is finding out what you want to do then going out and doing it. If you want to change occupations, don't be afraid to.
6) Career Education is knowing yourself better and what you want out of life; to know what you want to be in life.
7) You don't need an education for all careers; you can have more than one career.
8) Something you make out of yourself as a person. You do what you want to do, and you do it because no one can stop you. It is your "self" ability.
9) Career Education is different jobs you have and learn from.
10) Having someone tell you what you should do.
11) Career Education is being yourself and to always try and find out about yourself; trying to find yourself in the world of work.
12) It's never saying you can't; it's being yourself out in the world and getting everything you can out of life.
13) Making sure of what you're getting into in the world of work so you won't get halfway through life and find out you don't like your job.
14) Career Education is giving a student information on many different things to do, not just one.
15) You can do what you want to in life, and you don't have to be locked into any one career.
16) It helps you know yourself better; your abilities and capabilities. It's an awareness of careers, job satisfaction, and knowing you're not locked into one career for life.
17) Learning your limitations and goals in the world of work. What you can do in life while learning and living in society.
18) Every person is different so every person has different needs for a certain career. Every class in school helps you decide what you will do when you get out of school. Your career has a lot to do with your life. You should do what you like.

The pretest and/or written definitions of "Career Education" were received from all 18 members of the class. The 18 responses appeared to fall into seven major groups, or seven synonymous definitions. These synonymous (pretest) definitions are presented below in accordance with "Number of Responses Elicited," "Group Rank Order of Frequency," and "Pretest Definition."

PRETEST

Number Elicited	*Rank Order*	*Pretest Definition*
8	1	Education about different jobs –
5	2	Receiving the information you need for a chosen career –
1	3	Vocationally-oriented –
1	3	Choosing from many different careers –
1	3	Teaching about different educations –
1	3	Help in finding a career –
1	3	Making one job a career –

As is indicated in the pretest group rank order of frequency, eight (or 44.4 percent) of those eliciting written definitions felt that Career Education was "education about different jobs." The second largest grouping of similar or synonymous definitions was that of "Career Education is receiving the information you need for a chosen career." Of those writing definitions, five (or 27.8 percent) indicated the above response. The first and second groupings in rank order of frequency accounted for 72.2 percent of the total written pretest concepts of definitions for Career Education. The remaining 27.8 percent of responses was evenly divided (5.56 percent each) among the following:

- vocationally oriented
- choosing from many different careers
- teaching about different educations
- help in finding a career
- making one job a career

It is apparent that a sizable majority of those eliciting written definitions felt that Career Education was either being educated about different jobs, or receiving needed education for a career which had already been chosen.

The posttest and/or written definitions of "Career Education" were received from all 18 members of the class. The 18 responses appeared to fall into ten major groupings, or ten synonymous definitions. These synonymous (posttest) definitions are presented below in accordance with "Number of Responses Elicited," "Group Rank Order of Frequency," and "Posttest Definition."

POSTTEST

Number Elicited	*Rank Order*	*Posttest Definition*
4	1	Self-awareness and finding one's "niche" in the world of work –
4	1	Motiviation of self without fear of being locked into one position the rest of your life –
3	2	Motivation of self –
1	3	Self-awareness; career-awareness; job satisfaction; not being locked into one career –
1	3	Knowledge of limitations and goals in the world of work; living and learning in society –

Number Elicited	*Rank Order*	*Posttest Definition*
1	3	Being happy with a chosen job —
1	3	What you want to be when you get older —
1	3	Different jobs you have and learn from —
1	3	Someone telling you what to do —
1	3	Information on many jobs —

The above definitions (posttest) were elicited following two class periods of lecture, inquiry, and discussion utilizing the LCEM. The posttest written concepts appeared to fall into ten major groupings and/or synonymous definitions. (This is compared to seven major groupings on the pretest.) Of those responding, four individuals (22.2 percent) now perceived Career Education in relationship to "self-awareness" and "finding one's niche in the world;" four individuals (22.2 percent) felt that Career Education was now "motivation of self without fear of being locked into one position the rest of your life;" and two additional respondents' definitions reiterated all or part of the above eight responses with the exceptions of "career-awareness, job satisfaction, and a knowledge of limitations and goals in the world. Also, three individuals (16.7 percent) defined Career Education in the posttest as "motivation of self."

In essence, 13 of the 18 respondents (72.2 percent) now mentioned the following key phrases after two days of exposure to and adherence to the Lohrville Career Education Model:

- self-awareness
- finding one's niche in the world of work
- motivation of self
- career-awareness
- job satisfaction
- not being locked into one career
- knowledge of limitations
- knowledge of goals in the world of work

The remaining 27.8 percent of those writing posttest definitions of Career Education ranged from "being happy with a chosen job" and "what you want to be when you get older" to "different jobs, information on different jobs, and someone telling you what to do."

Conclusions Derived from the Pilot Test

1) The majority of those responding in the pretest, (prior to the utilization of, and adherence to, the LCEM), defined Career Education as "education about different jobs" and "receiving the education you need for a chosen career."

2) All of the pretest respondents did not mention concepts of "self" in their elicited responses; posttest responses from 13 individuals (72.2 percent) mentioned the concepts of "self-awareness," "world of work," "motivation," "locked into one position," "job satisfaction," and "knowledge of limitations and goals."

3) A majority of those responding on the posttest mentioned the words "self" and "world of work," the central focus/activity of the Career Education objective.

4) Prior to the utilization of, and adherence to, the Lohrville Career Education Model, definitions were grouped in seven synonymous definitions as compared to a wider range, (ten groupings of synonymous definitions), in the posttest concepts.

5) A majority of respondents redefined or changed their concepts of Career Education following the utilization of, and adherence to, the Lohrville Career Education Model.

Although the pilot test gathered subjective, empiricized data, (as opposed to data of a testable, statistically significant nature), it appeared as if the LCEM did have an observable effect on the posttest concepts of Career Education. Additionally, it appeared as if a majority of students in the experimental group did develop, "somewhat," a concept of "self" in the "world of work" following the utilization of, and adherence to, the Lohrville Model.

It is also recognized that the basis for testing did not include a specific control group, and that a change of the Model's focus, operational mobility and overall effect could possibly have been altered by several variables: different instructor(s), different class setting(s), different experimental group(s), and so forth.

Career Education: A Philosophical Foundation

When any course of study involves the examination of people, or "self," it is difficult to avoid philosophical assertions concerning the multi-facted human condition. In advancing the cause of Career Education development as an integrated course(s) of study within existing curricula, a good, well-founded philosophy from which progressive advancement can be made becomes essential. Thus far the LCEM has advanced several philosophies and basically inherent theories concerning Career Education: 1) The

Lohrville Community Schools' educational philosophy; 2) the components and/or structure of the Lohrville Career Education Model; 3) the Model as a complement and supplement to the Iowa Model; and 4) the philosophical assertion/theory that the academic discipline of the world of social studies is, indeed, an initiating point for the conceptualization, application and possible modification of Career Education activities/objectives.

In addition to the above mentioned philosophies is one of the central concepts/precepts upon which the LCEM is constructed: That of a theory-based, philosophically-motivated and documented social systems' model conceptualized by Jacob W. Getzels, Egon G. Guba and Herbert A. Thelen.[18] It has been their contention that dimensions similar to those whose components form the basic construct of the LCEM do play important roles in the progression of an individual towards an "observed behavior." ("Observed behavior" is defined as that *behavior* exhibited by students and *observed* by educators following *any* learning process. Examples may be increased cognitive and affective skills, psychomotor development, the attainment of a teacher-directed goal, etc.) Of special significance are the organizational or institutional dimension (nomothetic) and the personal or individual dimension (idiographic). In Getzels-Guba-Thelen's "Dimensions of the School as a Social System" these two dimensions, (nomothetic and idiographic), guide the "school as a social system" in a fashion similar to the factors which guide a child through the "expanding" Career Education curriculum. (It is assumed that the student/students are influenced by both institutional expectations *and* individual needs/goals in the fulfillment of Career Education objectives.) Both models, (Hanna and Getzels-Guba-Thelen), profess movement in pluralistic fashion from originating cores. This action and interaction is observed readily in Getzels-Guba-Thelen since the individual student is free to move between the linear and parallel nomothetic and idiographic dimensions. That is, the student acts and learns due to the press of institutional expectations and individual need dispositions. The same is, or should be, true of Hanna's model. Both imply a systems approach which makes it virtually impossible to become "locked" into one dimension and/or "community" level.[19]

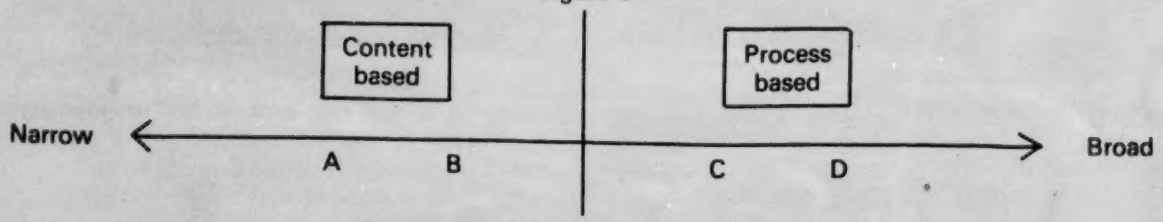
The various dimensions of a social system in movement towards a goal or observed behavior are mentioned due to the essential role they play in helping form the philosophical foundation of the LCEM. The child, (as an individual student-recipient of Career Education curricula), should not be locked into a step-by-step, sequential, multi-disciplinary model. Just as every student differs in his/her psychological-physiological make-up, so do the many dimensions of potential Career Education interdisciplinary movement towards a goal and/or observed behavior. In addition to the nomothetic, (institutional demands, expectations), and the idiographic, (individual needs, personalities, dispositions), dimensions through which a student must be guided in search of "self" and the multitudinous "world of work," are the biological and anthropological dimensions.[20] Bridging this gap between the anthropological-nomothetic and biological-idiographic dimensions is an extremely essential, almost key, dimension: "Organizational." If one correctly assumes that the anthropological-nomothetic dimensions form a basis for student movement towards an institutionally motivated goal, (world of work), and that the biological-idiographic dimensions provide a mode for student movement towards a teacher-motivated goal, (an increased awareness of self), then the correct handling of the "organization" between the two sets of four dimensions becomes a primary concern in reaching "teaching," "back to basics," and/or "Career Education" objectives. It has been generally assumed that the complementary and supplementary LCEM/Activities, Objectives Sheet provides the essential format of organizatonal structure to bridge the previously cited gap between "an awareness of self" and the "world of work." (Appendix D)

Career Education: A Practical Foundation

Philosophical assertions and theoretical conceptualizations form only half of a solid Career Education program. Just as the overall direction of education would be pointless without a philosophical foundation, the "relevancy" of education would be nonexistent without an accompanying mode of practicality. Cliff Helling has stated that there is "a great need to define Career Education in practical terms" and that "a continuum of practical use is associated with the Career Education movement."[21] Helling felt that Career Education is the utilization of the process of career development to provide a setting for, and a checking of, the subject matter taught in school. Helling's definition of Career Education stated in practical terms, therefore, is that it is "the process of integration of self and society through work, paid or not, lasting one's entire life."[22]

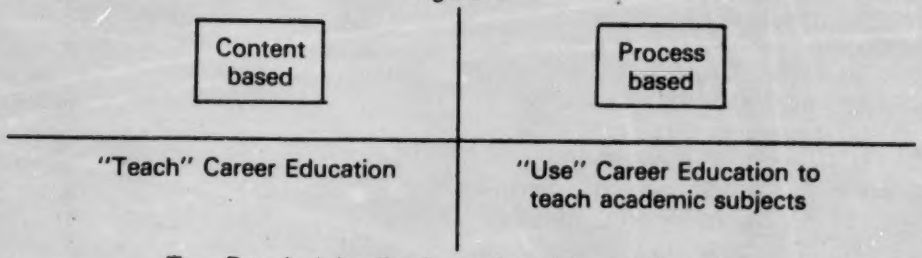
The phrases of "utilization of the *process*" and the "*process* of integration of self and society" are important concepts in Helling's overall philosophy and practicum concerning Career Education. These concepts are exemplified and depicted in basic paradigmetrical fashion in Figure 3 and Figure 4:[23]

Figure 3



Continuum of Definitions for the Career Development Concept

Figure 4



Two Practical Applications of the Career Education Concept

Figure 3 depicts the process of career development being utilized as a "context" or "setting" for human development. According to Helling, "paid or unpaid endeavor relates to identity," and "workers (humans) are a vehicle to reality test academic content."[24]

Helling also stated the opinion that Figure 3 is content based but integrated into academic subjects; i.e., "paid work is central to life, content should be related to paid work and the skills of the working world," and educators should teach the world of work.[25] Helling added that this approach to education is difficult for teachers to accept since more often than not they are committed to subject matter and not "world of work" content. It becomes increasingly easy to "inject" a two-day unit/lesson plan on occupational information and call it Career Education, thereby being credited with "doing it" without taking up much of their (educators') time, or having done any homework on the concept.

Figure 4, however, (an expansion, so to speak, of Figure 3), is one method (process) of reality testing and humanizing which does allow the individual educator to teach more subject content. Figure 4 utilizes and involves the process of career development rather than the content of careers as a base.

Assuming a general understanding of "content," Helling further clarified "process" as the "development of identity."

> Identity is gained by "doing," "thinking," and "feeling" and by receiving feedback from our peers. If we accept the feedback as supportive of what we perceive ourselves to be, we continue the activity or involvement. If the feedback is negative (according to our own idea of self) we alter the behavior until it jibes. This may be generally known as self development or identity seeking endeavor.[26]

Helling's "process" and "content" based observations serve as additional clarification for the content/process based Lohrville Career Education Model and Activities/Objectives schemata. In adherence to the previously cited and paradigmetrically depicted discourse on Career Education concepts, the Lohrville Community Schools' Board of Education and administration have chosen to adopt Stufflebeam's Context-Input-Process-Product Model -(CIPP).[27] Stufflebeam felt that the CIPP concept was worthy of being considered by educators as an organizational, evaluation model.

Figure 5

CONTEXT - - - → INPUT - - - → PROCESS - - - → PRODUCT

Figure 4 documents the presupposition that the Lohrville Career Education Model is systems-based, and that the Activities/Objectives Sheet is a supplementary, complementary and more thoroughly extensive process through which the final product, (i.e., objective(s)), might be reached. Figure 5 also presupposes that context precedes input, input precedes process, and process precedes product. The general, overall organization of the various components comprising the LCEM presupposes the same organizational structure, i.e., the "teaching of" should precede the "utilization of," or the "content based" aproach should precede the "process based" approach. The Lohrville Career Education model assumes that any contextual basis lies within the inherency of Career Education philosophy deemed relevant by the individual instructor with the subject matter to be taught. Input is provided by the student's facilitators; (formal, informal education and his/her social and physical environments.) Process becomes the methodology utilized in involving the facilitators and targeted/involved communities. Product, perhaps the most subjective component of the CIPP Model, is both a matter of time evaluation and objectives' assessment. (In the case of the LCEM, "product" could include the evaluation of "teaching," "Career Education," and "back to basics" objectives as well as the even more subjective entity, (final product), referred to as the individual student's acceptance of "self" and "place" in the world of work.

Stufflebeam summarized his CIPP Model as follows:

1) Context Evaluation — The systematic analysis of the demographic, cultural, historical, and socio-economic factors related to the problem. Also included here is an environmental analysis, a description of the area in which the changes are to occur.

2) Input Evaluation -- Studies of facilities personnel, services, and the like which are available for use in any program.

3) Process Evaluation — Procedures employed, including sequences, conditions, and roles of components in the program.

4) Product Evaluation — The extent to which objectives were attained, including unintended changes or results.[28]

It is generally assumed that both Helling and Stufflebeam document and support the precepts, concepts and overall philosophical/theoretical/practical components of the Lohrville Career Education Model; LCEM.

Summary

As reported, cited, presented, and documented the LCEM and Activities/Objectives Sheet are designed to complement and supplement the Iowa Model and Classroom Activities by Subject. The Lohrville Model is, in reality, an extension of the Iowa Model; it was conceptualized by the administration, applied and placed into operational utility by the faculty. The systems' components, social studies implications and geometric construction are not without precedence; Hanna, Goldhammer, Baskerville, Sesow, Getzels, Guba, Thelen, Helling, the Department of Public Instruction, *et al.*, have been presented and cited as authoritative documentation on behalf of the total Lohrville Career Education Model.

A pilot test was conducted in order to test the operational utility of the Model in a classroom setting.

Getzels', Guba's, and Thelen's conceptualization of the multi-faceted dimensions inherent in any social system, (and influencing an individual's progress in movement towards an observed behavior/goal), were explained and analyzed in terms of "self" and the "world of work." The dimension of "organization" was referred to as a "primary concern in reaching 'teaching,' 'back to basics,' and/or 'Career Education' objectives."

The philosophical and practical sides of "process" and "content" were examined in Helling's work. Stufflebeam's CIPP Model was presented in support of Lohrville's Model and its functioning, operational components. A "process based" approach was stated as a practical application of "using" Career Education to teach academic subjects; (as opposed to "content based" wherein the instructor "teaches" Career Education).

FOOTNOTES

[1]*School Board Policies of the Lohrville Community Schools,* "Policy on Adherence to the Basic Skills of Education," (Revised Nov. 8, 1976), p. 13.

[2]Barbara Ainsworth, AEA #5 Career Education Consultant, (from a non-structured interview held in Dec., 1976).

[3]*Educational Philosophy,* "Philosophy of Education for the Lohrville Community School District," (Devised 1975-76, Accepted 1976-77).

[4]*Models for Career Education in Iowa - The Self Concept and Career Education,* (Pub., Iowa Department of Public Instruction, 1975).

[5]Paul R. Hanna, *Social Studies Teaching Guide,* (Lincoln, Nebra.: The Nebraska Educational Television Council for Higher Education, Inc., 1970), pp.-Inclusive.

[6]Keith Goldhammer and Stanley Wronski, "Career Education and Social Studies," *Social Education,* Vol. 37, No. 6, (Washington, D. C.: National Council for the Social Studies, Oct., 1973), p. 484.

[7]*Ibid.,* p. 485.

[8]*Ibid.,* pp. 484-485, 533.

[9]Paul R. Hanna, "Design for a Social Studies Program," *Focus on the Social Studies,* (Washington, D. C.: NEA, Department of Elementary School Principals, 1965), p. 28.

[10]Roger A. Baskerville and F. Wm. Sesow, "In Defense of Hanna and the 'Expanding Communities' Approach to Social Studies," *The Journal of Theory and Research in Social Education,* ed. Lee Ehman, Vol. IV, I, (Bloomington, Ind.: National Council for the Social Studies, Summer, 1976), pp. 20-32.

[11]The action/interaction of Figure 2, its conceptualization, documentation, and component construction is discussed thoroughly in the article "In Defense of Hanna and the 'Expanding Communities' Approach to Social Studies."

[12]Gordon Hearn, *Theory Building in Social Work,* (Toronto: University of Toronto Press, 1958), p. 48.

[13]Ralph M. Stogdill, *Individual Behavior and Group Achievement,* (New York: Oxford University Press, 1959), p. 209.

[14]Daniel E. Griffiths, "Some Assumptions Underlying the Use of Models in Research," *Educational Research: New Perspectives,* ed. Jack A. Culbertson and Stephen P. Hencley, (Danville, Ill.: The Interstate Printers & Publishers, Inc., 1963), p. 130.

[15]*Models for Career Education. . .,* op. cit., p. 12.

[16]Goldhammer, *op. cit.*

[17]*Ibid.*

[18]Robert G. Owens, *Organizational Behavior in Schools,* (Englewood Cliffs, N. J.: Prentice-Hall, Inc. 1970).

[19]Baskerville and Sesow, *op. cit.,* p. 22.

[20]Roger A. Baskerville, *The Development of a Model for Public Relations Programs in the Iowa Intercollegiate Conference of Private Colleges,* (Lincoln, Nebr.: Unpublished Doctoral Dissertation, 1975), pp.-Inclusive.

[21]Cliff Helling, "Career Education: A practical Approach," (Fort Dodge, Iowa: Iowa Central Community College, Mimeographed Paper, 1976), p. 1.

[22]"Ibid.", p. 3.

[23]"Ibid.", pp. 1-2.

[24]"Ibid.", p. 1.

[25]"Ibid."

[26]"Ibid.", p. 2.

[27]Roger A. Kaufman, *Educational Systems Planning,* (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1972), p. 42.

[28]*Ibid.,* pp. 42-43.

ATTITUDINAL RESPONSES FROM STUDENTS AND RESOURCE PERSONNEL

Two important components of the *Toward Community Growth* rural career education study were the Student Occupational Experience Reports, (LCEM/SR, Appendix E), and the Resource Person Supervision Reports, (LECM/RPR, Appendix F). The reports were filed with the School's career education coordinators following the first semester's local occupational experience. Part 1 of the LCEM/SRs and LCEM/RPRs asked for ten attitudinal responses from both the students and their respective supervisors concerning specific outcomes and results of the two-week occupational experiences. Both sets of questions, (LCEM/SRs Part 1 and LCEM/RPRs Part 1), contained similar, corresponding queries in order that direct comparisons might be made between the attitudes of resource personnel concerning their supervisory experiences. Only two of the ten attitudinal interrogations in both reports were not directly comparable. Results of the attitudes elicited from both groups were utilized in planning for the second semester's local occupational experiences. Strengths and weaknesses found in the attitudinal responses of both students and resource personnel on corresponding, comparable questions did serve as one basis for the placement of students in specific local occupations during the second semester. The same attitudinal comparisons also served as one important component in the overall determination of whether a certain occupation or resource/supervisory person would be retained for the next year. A negative response or responses were discussed with the respective student(s) and resource person/personnel on an individual basis. Student input as to whether or not they wanted to repeat their first semester's local career education experience during the second semester was given a definite weighted value in the overall determination of the students' second occupational placement. A positive and encouraging resource person report was also valued as an important determinant in the placement of the individual student for the second semester.

The following are comparisons of attitudes elicited from both students and resource personnel on Part 1 of the LCEM/SRs and LCEM/RPRs following the first semester's local career education experiences:

STUDENTS — (LCEM/SR)

1) *Did you enjoy your two-week occupational experience?*
   No: 0.0%
   Somewhat: 23.1%
   Yes: 76.9%
2) *Was your occupational experience supervisor cooperative?*
   No: 0.0%
   Somewhat: 11.5%
   Yes: 88.5%
3) *Was the experience what you had expected?*
   No: 7.7%
   Somewhat: 57.7%
   Yes: 34.6%
4) *Do you now feel that you could possibly have a future career in and around the local area?*
   No: 3.8%
   Somewhat: 30.8%
   Yes: 65.4%
5) *Did your occupational supervisor indicate the chance of post-graduation employment with his/her firm or business?*
   No: 65.4%
   Somewhat: 11.5%
   Yes: 23.1%

RESOURCE PERSONNEL — (LCEM/RPR)

1) *Did you enjoy your two-week supervisor experience?*
   No: 0.0%
   Somewhat: 3.7%
   Yes: 96.3%
2) *Was the student you supervised cooperative?*
   No: 0.0%
   Somewhat: 3.7%
   Yes: 96.3%
3) *Was the experience what you had expected?*
   No: 0.0%
   Somewhat: 22.2%
   Yes: 77.8%
4) *Do you now feel that this student could possibly have a future career in and around the local area?*
   No: 3.7%
   Somewhat: 18.5%
   Yes: 77.8%
5) *Did the student indicate the possibility of seeking post-graduation employment with your firm or business?*
   No: 88.9%
   Somewhat: 3.7%
   Yes: 7.4%

STUDENTS — (LCEM/SR)

6) *Prior to your occupational experience, did you feel that you could possibly have a future career in and around the local area?*
   No: 11.5%
   Somewhat: 30.8%
   Yes: 57.7%
7) *Do you now feel that you will play an important role in the success or failure of your local community and the school district?*
   No: 15.4%
   Somewhat: 61.5%
   Yes: 23.1%
8) *Will you 'definitely' leave the local area when you choose your future occupation?*
   No: 30.8%
   Maybe: 69.2%
   Yes: 0.0%

RESOURCE PERSONNEL — (LCEM/RPR)

6) *Prior to your supervisory experience did you feel that this student could possibly have a future career in and around the local area?*
   No: 14.8%
   Somewhat: 37.0%
   Yes: 48.2%
7) *Do you feel that this student could play an important role in the success or failure of your local community and school district?*
   No: 7.7%
   Somewhat: 30.8%
   Yes: 61.5%
8) *Are you concerned with the outmigration of local students; educating students for 13 years and then losing them to other communities?*
   No: 3.7%
   Somewhat: 18.5%
   Yes: 77.8%

In addition to the eight corresponding questions elicited from students and resource personnel for the comparison of attitudes, the following 'generalized' questions were also asked:

STUDENTS — (LCEM/SR)

1) *Following graduation from high school will you live and work in and around the local area?*
   No: 11.5%
   Maybe: 69.2%
   Yes: 19.3%

2) *If you graduate from a two-year or a four-year college will you live and work in and around the local area?*
   No: 11.5%
   Maybe: 73.1%
   Yes: 15.4%

RESOURCE PERSONNEL — (LCEM/RPR)

1) *Are you concerned with maintaining the local school in your community, kindergarten through twelfth grade?*
   No: 0.0%
   Somewhat: 11.1%
   Yes: 88.9%
2) *Do you feel that local students, following college or skill-training, are encouraged to return to the local community?*
   No: 50.0%
   Somewhat: 38.5%
   Yes: 11.5%

Attitudinal Analysis

A strong majority of students and resource personnel enjoyed the first semester's local career education experiences. Only one resource individual enjoyed the experience "somewhat," while three out of every four students attitudinally indicated "yes" to the enjoyment of the local occupational opportunities. Both students and resource personnel felt a high degree of cooperation existed between local employers and career education students. Three out of every four resource personnel felt the experience was what they had expected, while over half of the students attitudinally indicated the occupational experience was "somewhat" what they had expected; two students felt the experience was not what they had expected.

One of the seniors involved in the occupational experience was a foreign exchange student. The

student's resource individual therefore attitudinally felt that the student could not possibly have a future career in and around the local area. The exchange student, however, indicated a positive attitude concerning a future career in the local area. Two students directly stated to their resource person the possibility of seeking post-graduation employment with the individual's firm or business; six occupational supervisors indicated to their students the chance of post-graduation employment with his/her firm or business. A strong majority of students did not ask about the possibility of post-graduation employment, nor was it offered by a majority of the resource personnel. Prior to the occupational experience slightly over half the students felt they could possibly have a future career in the local area. Following the experience two additional students felt they could have an occupational future in the local area. Approximately half of the resource individuals felt that their students, before the career education experience, could possibly have a future career in and around the local area. Following the supervisory/-resource personnel experiences, three out of four resource individuals felt their students could have a career in the local area. When asked if their student/students could play an important role in the success or failure of the local community and school district, 61.5 percent of the resource personnel attitudinally responded "yes." When the students were asked if they felt they could play an important role in the success or failure of their community and school district, 61.5 percent attitudinally responded "somewhat." When asked if they would *definitely* leave the local area when a future occupation was chosen, one-third of the students attitudinally indicated "no," and two-thirds indicated "maybe." No one student attitudinally responded "yes," that he/she would *definitely* leave the local area when a future occupation was finally determined. Three out of four resource individuals were concerned with the outmigration of local students to other communities or areas following graduation; one individual resource person was not concerned with the outmigration of students.

When asked if they would live and work in and around the local area following graduation, three students responded "no," five responded "yes," and the majority indicated "maybe." Similarly three students responded "no," they would not live and work in and around the local area following graduation from a two-year or a four-year college, while approximately three-fourths of the students indicated "maybe." A strong majority of resource individuals indicated "yes" when asked if they were concerned with maintaining a kindergarten through twelfth grade school in their local community; three of the resource respondents attitudinally indicated "somewhat." One-half of the resource personnel felt that local students were not encouraged to return to the local community following college or skill-training.

NARRATIVE RESPONSES FROM STUDENTS AND RESOURCE PERSONNEL

Part 2 of the LCEM/SRs, (Appendix E), and LCEM/RPRs, (Appendix F), required both students and resource personnel to provide a narrative response to five open-ended questions. Corresponding or similar questions were asked students and resource personnel on both the LCEM/SR and the LCEM/RPR. The five sets of comparable questions contained on both forms were as follows:

Question 1 –

LCEM/SR: *What did you specifically enjoy about your supervised occupational experience?*

LCEM/RPR: *What did you specifically enjoy in your role as an occupational supervisor?*

Question 2 –

LCEM/SR: *What did you not like about your supervised occupational experience?*

LCEM/RPR: *What did you not like in your role as an occupational supervisor?*

Question 3 –

LCEM/SR: *What will make you the happiest concerning your life in the future and your chosen occupation?*

LCEM/RPR: *Have you been 'happy' in your chosen profession in this community? Please explain:*

Question 4 –

LCEM/SR: *As you perceive the situation, what can be done by you and your classmates to build and improve the community in which you now live?*

LCEM/RPR: *As you perceive the situation, what can be done by you and your fellow citizens to build and improve the community in which you now live?*

Question 5 –

LCEM/SR: *Define the role of the school in a small community:*

LCEM/RPR: *Define the role of the school in a small community:*

Narrative data obtained from the essay questions is presented in a bi-lateral manner in order that an individual student's response to a specific question may be directly compared to the response of the student's supervisor/resource person to the same specific, corresponding question; i.e., an individual student's response to the essay question, "what did you specifically enjoy about your supervised occupational experience" will be directly compared, laterally, with his/her resource person's narrative response to the corresponding question, "what did you specifically enjoy in your role as an occupational supervisor." All narrative responses to the first essay question, both the students' and that of the resource personnel, will be bi-laterally listed and compared before narrative responses to the second, third and fourth essay questions are bi-laterally listed and compared.

Although not included in the Program Evaluation and Review Techniques, Appendix I, one objective to be accomplished, (as suggested by the United States Office of Education, Division of Career Education), was to "define the role of the school in a small community." This objective/task included and involved the fifth essay question of the LCEM/SR and the LCEM/RPR. In addition to the definitions provided by students and resource personnel the superintendents of Calhoun County's K-12 schools also helped in providing "role" analysis of the school in a small community through individual papers/essays. The complexity and magnitude of satisfactorily accomplishing this objective required the reporting of narrative data to be not only bi-laterally listed, but also compared, presented, and analyzed in a separate section of the *Toward Community Growth* report.

Question 1 – LCEM/SR

"What did you specifically enjoy about your supervised occupational experience?"

1) "Spreading fertilizer with the pickup."
2) "To help sick animals get well so they would not die. Just working with Doc and the others was great."
3) "Going into the country and meeting other people. I think we had a lot of fun."
4) "The hours that we worked were suitable and we did not do the same job day in and day out."

Question 1 – LCEM/RPR

"What did you specifically enjoy in your role as an occupational supervisor?"

1) "The chance to show a young person there is a chance in rural communities."
2) "The opportunity to show what would be challenging to an alert young mind when confronted by medical problems."
3) "The opportunity to show what would be challenging to an alert young mind when confronted by medical problems."
4) "The integrity of my student."

Question 1 – LCEM/SR (cont.)

5) "Being able to get into a work schedule and finding out what really goes on in the life of an electrician. When on the job I was always glad to find out the problem, finally getting it fixed and being able to say I (we) figured out and fixed the problem."
6) "Talking people into things that would make them look better. Working with my resource person, too. I wasn't tense or nervous."
7) "Meeting the various kinds of people."
8) "I liked everything I did."
9) "Meeting the different people."
10) "On the job training."
11) "I truly enjoyed the chance to learn some of the practices of banking. It taught me about working with different people and their beliefs. I must say it showed me I would like to be my own boss as much as possible. I worked seven hours a day and got off at 4:00 P.M. That left me time to do things I enjoyed. Overall I enjoyed my experience.
12) "Some of the things that I learned about the law."
13) "The work was fun and different every day."
14) "It was fun. There was a lot of different things to do. I really kept busy. I liked my supervisor. She took time out to help me and didn't complain if I was slow about something."
15) "What I enjoyed about my experience was that I was always kept busy doing something. I did something different every day and met different people every day."
16) "Driving their trucks and cars."
17) "Learning how to hang fiberglass doors."
18) "The information I learned will always prove helpful in the future – everyone has income and therefore has to file income tax. There is a lot of work in filing the forms, etc.
19) "There were different things to do all the time, and I gained a lot of experience in things I hadn't done before."
20) "Working with little kids and seeing how much work it really is to be a teacher."
21) "I enjoyed visiting with the farmers and salesmen who came in. I also enjoyed learning how to do invoices and answer the phone."
22) "I liked to help kids with lessons, direct the band, and go into the teachers' lounge."

Question 1 – LCEM/RPR (cont.)

5) "Watching him work and showing him what he was doing wrong or right."
6) "I enjoyed being able to help a student decide on a career."
7) "Talking about 'human-services' in rural areas with the student."
8) "The fact that she would try to do anything asked of her."
9) "See the enthusiasm of our younger people."
10) "I was pleased with his attitude and willingness to work."
11) "The cooperation of the student."
12) "The opportunity to meet and get to know someone from the community; (someone who, from the police standpoint, might be considered potentially as the opposition."
13) "It was easy to work with my student, due to his perceptive abilities and sense of humor."
14) "I enjoyed showing my student employee the different phases of our work and I enjoyed being able to get away from the office for a few hours, knowing that my work was being done for me."
15) "Her concern in trying to learn all she could about the different type of work she was doing."
16) "Seeing the students' willingness to work."
17) "Seeing the students' willingness to work."
18) "I enjoyed working on a one to one basis; the aptitude of my student in quickly grasping a problem and her ability to organize her work and complete it."
19) No written comment provided.
20) "The opportunity of giving a student the role as a teacher and its responsibilities."
21) No written comment provided.
22) "I had more time to work with students individually. My student helped me get ready for my responsibilities."

Question 1 — LCEM/SR (cont.)

23) "The actual repair of television sets."

24) "I enjoyed the three-year and four-year old pre-schoolers I worked with."
25) "I enjoyed working with the pre-schoolers."

26) "Before I started working there everyone told me I was going to hate it because my boss was hard to get along with. I soon found out that everyone who said that was wrong. I worked as a mechanic and as a farm-hand. I liked doing this because I never got bored doing something different. I liked learning about new things."
27) No written comment provided.

Question 1 — LCEM/RPR (cont.)

23) "I enjoyed having someone to talk with while working. My student was easy to get along with."
24) "Having willing help available at all times to fill in the gaps and make things run more smoothly."
25) "Having willing help available at all times to fill in the gaps and make things run more smoothly."
26) "The young man was surprised at the many facets of a modern farm shop and we enjoyed teaching him."

27) "The chance to perhaps help a young person decide on a lifetime career if they had any ability in my line of interest and work."

Analysis of the Narrative from Question 1, LCEM/SR and LCEM/RPR

Student responses to essay question number '1' fell into fifteen areas of specificity concerning enjoyable aspects of the various supervised occupational experiences. Seven of the student respondents indicated that "the work in itself" was the most enjoyable part of the supervised experience, and six respondents implied that a "specific activity and/or activities within the job" were the most enjoyable aspects of the occupational experience. "Meeting other people" and "not doing the same job day after day" were each mentioned five times, "learning about the work habits of a specific profession" four times, and "working with a particular individual" and the "routine hours of work" three times each. "Reaching an overall objective of the job," "learning to work with different people," "keeping busy," and "achieving an occupational experience in something new," were mentioned and/or implied twice as being enjoyed in the supervised occupational experience, while "problem solving," "salesmanship," "on-the-job-training" and "learning that I want to be my own boss" were mentioned or implied once by a single student respondent.

The responses of resource personnel concerning what they specifically enjoyed in their roles as occupational supervisors were divided into eleven different areas of specifically mentioned or implied linear commentary. "The willingness, attitude, ability, perception and cooperation of the student" received top priority from eight resource individuals; four respondents indicated that "directing the student's work and learning efforts" was the most enjoyable segment in their role as an occupational supervisor. Each of the following six comments was listed and/or implied by two respondents each as being the most enjoyable aspect of their supervisory experience: "Showing a young person that an occupational future exists in rural areas," "challenging alert young minds," "helping the student decide on a career," "getting to know a young person," "being able to get away for awhile when the student was working," and "having additional help available." "The integrity of the student," "observing the enthusiasm of young people" and "working on a one-to-one basis with the student" were each mentioned by a single respondent as being the most enjoyable aspect of their experience as an occupational supervisor.

Question 2 – LCEM/SR

"What did you not like about your supervised occupational experience?"

1) "Working at 6:10 P.M. on Friday night."
2) There was only one thing I hated; when we had to put an animal to sleep because no one wanted it."
3) "The first day was a little bit boring, and sometimes I felt I didn't do the best job I could have."
4) "We didn't get paid for it. I think if we go out and work for a person we should get paid at least the minimum wage."
5) "My lack of complete knowledge in electrical work made things more difficult for both me and my employer. Even though he explained things to me it did not always make complete sense and sometimes it seemed to confuse me even more."
6) "I didn't like it when there wasn't any work for me to do. I would get very bored."
7) "I wish I could have gotten more involved with the people we saw."
8) "Nothing."
9) "By the last week I was doing all of the secretarial work and not watching him give the treatments."
10) "Nothing."
11) "My bosses spent no time with me showing me the aspects of their work. If I were to go into this profession I would still have little if no knowledge of the basics. None of the employees were given coffee breaks. The practices of the business were so out of date that I wasn't given the modern view which I think is very important. I also believe a work place should be comfortable furniture-wise."
12) "If I were a cop after I graduate I'd like it to be in a daytime job. In a small town it's bad being a night-time officer."
13) "I think the only things that bothered me were the junior high students."
14) "I wish there would have been more office work for me to do."

Question 2 – LCEM/RPR

"What did you not like in your role as an occupational supervisor?"

1) "Nothing."
2) "Occasonal interruptions in interesting work or sequences due to the end of the school day. However this was not a big problem at all."
3) "Occasional interruptions in interesting work or sequences due to the end of the school day. However, this was not a big problem at all."
4) "Nothing."
5) "Going home at 3:30. The day was broken up too much to give follow-thru instructions."
6) "I felt that my student must have gotten bored because she could only watch most of the jobs she would have enjoyed doing because she doesn't have a license."
7) "I was more of a coordinator than a supervisor."
8) "I felt that we didn't give her enough of our time to explain our procedures. It takes more than one time to get them to understand, since it is so different to them."
9) "Nothing."
10) "Made me realize how complex teaching really is. Really appreciated my student's attitude, pride and efforts."
11) "Having to leave the supervision to others."
12) "I have no objections to being an occupational supervisor; however, when asked to participate I was still learning my position in Lohrville. I didn't feel that I could contribute a great deal of education concerning my occupation when I was still learning myself."
13) "At times it was difficult to know what my role was as a supervisor."
14) "Nothing."

Question 2 — LCEM/SR (cont.)

15) "I did not like the way that my boss or some of the other employees treated me. They would not explain anything to me and I had to try and figure things out for myself. I was never relaxed doing this job just because of this."
16) "Getting up on the roof when it was cold and windy, cleaning out their sheds and loading the truck for them.
17) "Working out in the cold."

18) "For the first week all I did was depreciation schedules - it got boring! I'm sure that if I were back in the spring during income tax season there would be lots more to learn."
19) "Always having to ask how to do something or what to do until learning the procedures."
20) "Nothing."

21) "There really wasn't enough for me to do."
22) "I didn't like it when the jr. high kids showed me a lack of respect."

23) "Not knowing exactly what was wrong with the TVs, and having to wait for my supervisor to diagnose the problem."
24) "The working part was great, but I feel that the children didn't get fed an adequate meal. Also I feel that they should have gotten whole milk instead of powdered. The children do not get the attention that they need. Also, the children of the mothers that work there get treated better than the rest. This is unfair."
25) "Mealtime - they don't get an adequate amount of food and the milk they drink is powdered. They don't get treated equally, such as the women who work there let their children get away with stuff the other kids don't get away with."
26) "At times when we had to do country calls it got a little cold working on things, but there isn't anything anyone can do about that. My knee got pretty sore from all the squatting and kneeling I had to do."
27) No written comment provided.

Question 2 — LCEM/RPR (cont.)

15) "Nothing."

16) "Not being able to be with the students at all times."

17) "Not being able to be with the students at all times."
18) "My work is largely farm related and September and October are the slowest months of the year. I think the work was very routine and somewhat boring to a student."
19) No written comment provided.

20) "I would enjoy being a supervisor if someone is ambitious and will apply themselves without being told every little item to do. If that would be the case, it is twice as much work."
21) No written comment provided.
22) "My student directed the Jr. High Band and they couldn't keep their mouths shut until I raised my voice."
23) "I had to work a little harder than I sometimes do. Can't be teaching our younger generation bad work habits!"
24) "Filling out supervisory reports!"

25) "Reports!"

26) "This experience was not exactly like having an employee. He was every inexperienced and would like to have more time to evaluate just what a job on a large farm would be like.

27) "Lack of sufficient surroundings, problems, atmosphere, to properly show potential problems that might arise, and possible solutions. We just are not large enough, (during this period of the year), or busy enough to provide examples of all the things needed in this particular line of endeavor."

Analysis of the Narrative from Question 2, LCEM/SR and LCEM/RPR

Both students and resource personnel expressed several aspects of dissatisfaction with their occupational and supervisory experiences. Student dissatisfaction was divided into ten areas, while supervisors stated fourteen varied dislikes concerning their roles.

Nine student respondents expressed dissatisfaction with "a specific job or experience within the occupational experience," while "boredom and/or not enough work to keep me busy" was second in the list of student dissatisfactions with five responses. Three student respondents implied that they found "nothing" dissatisfying concerning their supervised occupational experience, and three stated that they lacked "technical knowledge for their occupational experience." Two respondents indicated that their resource person spent "little or no time with them." Separate dissatisfactions were listed once each by five student respondents in the following categories: "Late working hours;" "not satisfied with the quality of my work;" "I didn't get paid for what I did;" "I wasn't involved enough with the occupation's clientele;" and, simple dissatisfaction with "the type of occupation experienced."

Resource personnel and/or supervisors of the occupational experiences expressed more categorical areas of dissatisfaction with their roles than did the students. Five resource individuals found "nothing" wrong with the roles they assumed as an occupational supervisor. "Occasional interruptions in work sequences due to the end of the school day" and "I couldn't give the student enough of my time" were implied three times each by resource personnel as the greatest area of supervisory dissatisfaction. "Not being able to provide enough work for the student," "being more of a coordinator rather than a supervisor," and "filling out supervisory reports" were areas of concern listed twice each by resource respondents. Dissatisfactions with supervisory roles stated once by resource personnel were as follows: "I didn't feel qualified to be a supervisor;" "not knowing what my role was as a supervisor;" "the student was not ambitious enough;" "at times my student received very little 'role' cooperation from his peers;" "I felt I had to impress my student;" "the occupational experience wasn't long enough for the student to gain any real insight;" "I couldn't give the student enough experiences for my line of work;" and "before having my student around I really didn't appreciate the complexity and intricacies of my own profession — I'm dissatisfied, therefore, with my own attitude."

Question 3 — LCEM/SR

"What will make you the happiest concerning your life in the future and your chosen occupation?"

1) "Being happy at what I am doing and making a lot of money."
2) "To become a veterinarian or a veterinarian's assistant."
3) "To come back to America and work after studying veterinarian medicine, but that won't be easy to do."
4) "To like the job I'm doing and to help the community so it would not go to pieces. By this I mean that we would have to get jobs for kids and other things."
5) "Having friends and being happy in whatever I do. Also having enough money to support a wonderful family. Keeping involved in things so I can keep up on things that will also be important to me."
6) "If I'm happy where I'm working and if my home life with my future family is happy."
7) "Getting the satisfaction of knowing the people who needed my help had their burdens eased."

Question 3 — LCEM/RPR

"Have you been 'happy' in your chosen profession in this community? Please explain:"

1) "Yes, having been raised on a farm it is real close to being in farming."
2) "Yes - with the reservation that all of us are occasionally out of focus at times - And I assert that I'm no exception."
3) "Yes."
4) "Yes. It is very interesting work and I enjoy it."
5) "Yes. I enjoy working with my hands and the knowledge you have to have in this profession."
6) "Yes."
7) "Yes. I choose to do this type of work in a rural area. I can leave anytime."

Question 3 — LCEM/SR (cont.)

8) "Having a happy marriage while working, liking what I do, and being able to work even though I have kids of my own."
9) "That I enjoy my job and can help people."
10) "The surroundings I work in."
11) "I guess I would ask for what everybody else does, an enjoyable job, good marriage, good wages, nice home and social positions. Traveling, a good education for myself and kids, and happy with my outlook on my future and my dependents rank high, too."
12) "To do a job I like and make good money."
13) "Having time to do what you want and not having to worry about money."
14) "Knowing that I will be happy in the job I choose."
15) "Being able to serve the people."
16) "Farming and fixing up buildings."
17) "I think maybe being a mechanic."
18) "I have to enjoy what I'm doing and hopefully at the same time make money!"
19) "Being happy at my job and the knowledge that I'm contributing to the welfare of the community I'm living in."
20) "Being able to teach little kids to read and write."
21) "Find a job that I will really be happy with and will like what I'm doing at that job."
22) "If I'm making good money and I like my work."
23) "Peace of mind."
24) "I want to really like my job and enjoy it and the people around me."
25) "To be happy at what I'm doing and to like my work."
26) "If the profession I choose gives me a good salary and I really like doing what I'm doing I think I'll be happy."

Question 3 — LCEM/RPR (cont.)

8) "Yes. We do a service to the community, and it's different every day. We meet people from all walks of life; it's rewarding and profitable."
9) "Yes, because of the feeling of need and respect that I have received."
10) "Yes! I like the students' attitudes. I prefer smaller schools. There's more variety, responsibility, and I am basically my own boss."
11) "Very happy, due to the community's willingness to participate in all worthwhile projects."
12) "I am unable to answer this question because I have only been employed by the city of Lohrville for two weeks."
13) "Yes."
14) "Yes, I enjoy meeting my friends and customers every day and sharing with them their problems and joys. I like all kinds of office work."
15) "Very much so because of the cooperation of the community joining in every worthwhile project."
16) "Yes - I like small town personal contact and the concern for the welfare of the community."
17) "Yes - I like small town personal contact and the concern for the welfare of the community."
18) "Yes. It is a service to people which I enjoy. It is a challenge to keep learning. It is a type of service that could be expanded."
19) No written comment provided.
20) "I love my chosen profession and I believe the experience I have received in Lohrville has been very rewarding."
21) "Yes."
22) "Yes. I have received a good deal of support for my program from the community, and this has helped me excel the program to its present level."
23) "Yes. In a rural community it is much easier to work for people. Trust and mutual respect are more prevalent here than in an urban area."
24) "Yes. I enjoy children, and the business provides a necessary and beneficial service to the community."
25) "Yes. I enjoy children, and the business provides a necessary and beneficial service to the community."
26) "I personally did not have much of a choice but I would say I have been reasonably happy in this profession."

Question 3 — LCEM/SR (cont.)

27) No written comment provided.

Question 3 — LCEM/RPR (cont.)

27) "More or less, but would have preferred a 'larger' community and operation. I would also prefer an area in which there is more 'specialization' of product — one in which each store is 'the best and most complete there is for that type of commodity.'"

Analysis of the Narrative from Question 3, LCEM/SR and LCEM/RPR

Question 3 elicited fourteen categories of responses from students concerning "what will make you the happiest concerning your life in the future and your chosen occupation." Responses from resource individuals were divided into nine different categorical statements from the narrative provided for Question 3 on the LCEM/RPR, "Have you been 'happy' in your chosen profession in this community? Please explain." With the exception of one "unable to answer" comment, the remainder of the responses from resource personnel were stated in the affirmative.

Three responses ranked highest with the total number of implicit/explicit statements provided by students. Seven respondents commented that "being happy at what I'm doing and making a lot of money" were important to future happiness, while seven students eliminated 'money' and simply stated that "being happy at what I'm doing" would make them the happiest concerning their future lives and chosen occupations. Six students implied that reaching "a specific occupational goal" would make them the happiest. "Having a happy marriage and a wonderful family" was indicated in four responses; "helping people" was stated by three students; and "to like my job and help the community grow" appeared in two student commentaries. The following statements concerning future life and occupational happiness were listed once by student respondents: "Being happy in whatever I do and having friends;" "keeping involved in things;" "being able to work even though I have kids of my own;" "having a nice home and social position;" "a good education and travel;" "having leisure time and not worrying about money;" and, "peace of mind."

In response to "have you been 'happy' in your chosen profession in this community," six resource personnel respondents indicated "yes - I enjoy the rural atmosphere, the trust, respect and concern for the welfare of the community." Five responses stated "yes - we provide a community service which enables us to meet people," and five respondents simply said "yes" to the LCEM/RPR's query on "happiness." "Yes - my work is enjoyable, interesting, rewarding and/or profitable" was implied by three respondents, while two respondents each stated "yes - this is a willing and cooperative community" and "reasonably happy, more or less" as replies to the question "have you been 'happy' in your chosen profession in this community." One supervisor was "unable to answer the question," while one response each stated "yes - I like working with my hands and the knowledge it requires" and "yes, because of the need and respect I receive."

Question 4 — LCEM/SR

"As you perceive the situation, what can be done by you and your classmates to build and improve the community in which you now live?"

1) "If everybody starts a business or works in the community."

2) "After obtaining a good education I can help build the community by starting a new business."

Question 4 — LCEM/RPR

"As you perceive the situation, what can be done by you and your fellow citizens to build and improve the community in which you now live?"

1) "Encourage business expansion, new businesses, and our young people to seek a career in our businesses."
2) "Be honest with each other and sincere in our statements and dealings especially as they pertain to family, church, school and community."

Question 4 — LCEM/SR (cont.)

3) "After college we could come back to Lohrville and start businesses that would help the town grow."
4) "To get the people to realize what is going on in the community. To try to get them to pitch in a helping hand and support some of the people for the things they want."
5) "Stay in the community after high school or college and help each other out in all of our jobs. Work together as a community and support all of our local businesses."
6) "To come back here and start a new business or to work here somewhere. The more people there are the better off we'll be."
7) "Try to promote people to come and start businesses in our town so our town doesn't fold up and die."
8) "Start new businesses that aren't in Lohrville so people don't have to go to other towns. Keep the businesses going that have already been started."
9) "To get businesses started that will bring people to Lohrville."
10) "Pride and support of local businesses."
11) "Education is a must. Pride: Without pride in anything you don't care and won't persevere. Also, once we return with our education we should be given a chance."
12) "To keep the school and get more businesses."
13) "Start new businesses in Lohrville."
14) "To let the people know that we aren't all that bad. Find some way that they can get to know us. We should go to them first."
15) "To build the community - We could get the people enthused that we can still make something out of our community; that it is not dying. We could then show them the opportunities that they can have."
16) "Build better shops; make the town more active."
17) "Everyone stay in town and start or work for a business. Have a family; help make the community larger and growing."

Question 4 — LCEM/RPR (cont.)

3) "Be honest with each other and sincere in our statements and dealings especially as they pertain to family, church, school and community."
4) "Working together and being fair and honest."
5) "Slowly trying to get new businesses into town and encouraging younger people into these businesses."
6) "Something must be done so the town is less monopolized. More new businesses have to come into Lohrville to expand it."
7) "One aspect of small towns in this area is the lack of decent houses and rental property. If young people return to rural areas and do not wish to purchase property immediately, it is difficult to find a place to live. Young people then get off to a bad start in attitudes about the community."
8) "Try to understand each other's problems and work for the solution."
9) "To show others the benefits of living in the environment that we do. To encourage residents to open up property for housing and expansion of our community."
10) "We need more work here. One factory would do wonders. Emphasize how good we have it in rural Iowa. Working and living here is not only honorable, but superior and preferable to any place in the country. Basically help rebuild community pride."
11) "To join and take part in the operation of the school, churches, and the town instead of letting someone do your share."
12) No written comment provided.
13) "Attempt to set a good example. Promote the existing services and try to improve/add new needed services."
14) "To get along with each other and not have a negative action to everything that is being done to improve our town."
15) "By supporting local merchants, trading at home, and taking part in all community projects."
16) "I think we should all work together for the future growth and progress of our community."
17) "I think we should all work together for the future growth and progress of our community."

Question 4 — LCEM/SR (cont.)

18) "In some way get them, (the people of the community), fired-up about our town. Let the people know that the kids aren't all bad."
19) "Support the town's businesses instead of going elsewhere for buying. Be employed in Lohrville."
20) "Build more things."

21) "By building up new businesses which would help the town prosper. When new businesses are started more people will come to live in Lohrville and the town will grow."
22) "We can try to find work here, or even better start our own business here."

23) "To change our attitudes toward the community; to view it as a place to grow and continue to live in rather than as a pit."

24) "Help carry on the businesses and try to bring more businesses into town. Provide support."

25) "Start new businesses that would go over in Lohrville and after college don't leave forever, come back."
26) "If we would find employment in the community and try to make businesses grow it would help a lot. Most of the business people in this town are getting fairly old and are going to need someone to take over for them some day, so this may help some people get jobs."

27) No written comment provided.

Question 4 — LCEM/RPR (cont.)

18) No written comment provided.

19) No written comment provided.

20) "I believe I can broaden students' education by making them aware of the advantages of their community and see where improvements can be made. I think it is very good to try to get everyone involved."
21) No written comment provided.

22) "We must generate more pride and confidence in ourselves and work to build the town rather than let it fall apart."
23) "To patronize the businesses we do have, and attempt to get others. To give the business district a face-lift. To stress the positive things rather than the negative. Try to pull people from the cities. Lots are cheap here if people would sell."
24) "Improve country/city communication and relationship through social interaction, special activities, news articles."
25) "Improve country/city communication and relationship through social interaction, special activities, news articles."
26) "Put more emphasis on the agri-business value of our community. This is a major grain producing area with minor livestock production. We have missed the opportunity to develop our area as a rail-head, but we should now look ahead at grain handling facilities and expanded livestock production. This will never become an industrial community."
27) "Very little until there is a more complete education of active inhabitants who are willing and able to give of themselves with time, energy, and knowledge for progressive improvements of their surroundings."

Analysis of the Narrative from Question 4, LCEM/SR and LCEM/RPR

Students provided nine categories of responses to the LCEM/SR question, "as you perceive the situation, what can be done by you and your classmates to build and improve the community in which you now live." Fourteen student respondents indicated that "starting a business, building, promoting the community and attracting new people" would improve their community. Seven respondents felt that "receiving an advanced education and then returning to start a business and build the community" would help, and seven respondents indicated that Lohrville citizens should "support currently existing businesses." Three responses implied "working in the community" and two responses stressed "letting people know that all kids aren't bad" would aid in

building and improving their community. Single responses in answer to the question were, "alert Lohrville citizens to the current dilemma and have everyone pitch in and help," "keep the school," "change attitudes toward the community," and "have a family."

Resource personnel provided twelve categories of responses to the LCEM/RPR question, "as you perceive the situation, what can be done by you and your fellow citizens to build and improve the community in which you now live." Eight responses indicated that the community should "encourage expansion, new businesses, and young people to seek a career in Lohrville's businesses;" and seven resource personnel respondents stressed "being honest and sincere in individual dealings with each other as they pertain to family, church, school and community." Three respondents stated that "currently existing businesses should be supported," "the negativism that exists whenever someone wants to improve the community should be eliminated," and "citizens should work together to build and improve the community." Two resource personnel responses were recorded for the following: "We need more housing and rental property for young people;" "rebuild community pride;" and "improve country/city communication." Single responses indicated that Lohrville "should place more emphasis on the agribusiness value of the community," "discourage monopolized businesses," "give the business district a face-lift" and "recruit urban people" if the community was to be improved.

Summary of the Analysis from Questions 1-4, LCEM/SR and LCEM/RPR

Some narrative responses were repeated more often than others as respondents replied to questions 1-4 on the LCEM/SR and LCEM/RPR reports. The following is a summation of the most repeated narrative responses to the open-ended/essay questions.

Students enjoyed their occupational experiences primarily because they enjoyed the work itself, or they enjoyed a specific activity or activities within the job. Additional responses which documented the students' enjoyment included meeting other people and not doing the same job day after day. Resource personnel enjoyed their supervisory experiences due to the willingness, attitude, ability, perception and cooperation of their respective students. Of strong secondary importance concerning their enjoyment was the opportunity to direct students' work and learning efforts.

If students responded with a 'dislike' of their occupational experience it was often listed as a specific 'job' within the occupational experience which was not liked, or they were bored with a lack of work and the inability of their supervisors to keep them busy. There was no one significant area of 'dislike' expressed by resource personnel. Two minor areas of concern stated by respondents were the inability to give students enough of their time and the occasional interruptions in work sequences due to the end of the school day.

Being happy at what they're doing, making a lot of money, and reaching a specific occupational goal were the most frequently listed responses concerning the areas which would help the students obtain happiness in their future lives and chosen occupations. Resource respondents indicated they had been happy in their chosen professions primarily because they enjoyed the rural atmosphere, the trust, respect and concern for the welfare of the community. Also, the opportunity to provide a people-oriented, community-based service was an important factor in their happiness.

Student respondents overwhelmingly listed starting a business, building, promoting the community, and attracting new people as the primary task for improving their community. Resource personnel felt the community could best be improved by encouraging expansion, encouraging new businesses, and encouraging Lohrville young people to actively seek a career within the community. Of almost equal importance was the necessity to be honest and sincere in dealings with each other as they pertain to family, church, school and community.

THE ROLE OF THE SCHOOL IN A SMALL COMMUNITY

In addition to the objectives listed on the Program Evaluation and Review Techniques' Chart, Appendix I, officials within the United States Office of Education requested the listing of one further objective to be accomplished through implementation of the *Toward Community Growth* rural career education model: "Define the role of the school in a small community." The objective was listed, and the following steps taken to accomplish the task: 1) Students participating in the *Toward Community Growth* program were asked to write their conceptualizations of a definition for the "role of a school in a small community" - (Question 5, an open-ended/essay query found in the LCEM/SR); 2) resource personnel respondents provided narrative for their definitions of the "role" - (Question 5 of the LCEM/RPR); and Calhoun County's Superintendents of K-12 schools provided papers/essays on individual definitions/interpretations of "the role of the school in a small community." By using the narrative/essay method of accumulating data, three primary sources were involved: 1) Students; 2) community citizens, including educators and non-educators; and 3) professional educators in the form of school/community leadership personnel. An analysis of the narrative data collected from Question 5 of the LCEM/SRs, LCEM/RPRs and papers/essays provided a 'combined definition' of "the role of the school in a small community" through utilization of narrative input from the three primary sources.

Definitions of the "role" were once again presented in a bi-lateral fashion in order that the narrative responses from students could be compared with the narrative responses of their respective resource personnel/supervisors. The papers/essays provided by the superintendents, along with selected background biographical information of the Calhoun County school leaders, are included in a separate section of this chapter.

Question 5 — LCEM/SR

"Define the role of the school in a small community."

1) "The school has a big role in the community. If the school closes the town will die quickly."

2) "The school is important to a community. If you lose the school you lose the town."

3) "The school is the social center of the community."

4) "A small school is important because it provides the things we need. This helps keep the community going. If we didn't have the school people might not live here."

5) "To keep all the people in the community interested and involved in all the community and school activities. This way they will understand our needs in school, etc., while we gain knowledge of the community's needs for jobs in or around the district."

6) No written comment provided.

Question 5 — LCEM/RPR

"Define the role of the school in a small community."

1) "If you have no school, people have no reason to come to your community. People will shop where they take their children."

2) "The school in a small community is very much a focal point educationally, socially, and has much to do with cooperative interaction w[illegible] the community."

3) "The school in a small community is very mu[illegible] a focal point educationally, socially, and has much to do with cooperative interaction within the community."

4) "Students are known by name and not by number."

5) "To educate the young people, so that they can make up their minds as to what they want to do when they leave school. In doing this the school has to be involved with the town and the town with the school."

6) "Since there are fewer students the school can spend more time helping each student. I feel that this program is a very good idea."

Question 5 — LCEM/SR (cont.)

7) "The school plays a big role in the rural community. It not only promotes education, which is very important, but without it many small towns would no longer exist."

8) "If there wasn't a school in a small community there wouldn't be a town. Everybody would move to another place that has a school. The small community would die."

9) "To unite the community."

10) "The center point of activity and it holds the community together."

11) "It gives the town a pride needed for its existence; it provides much-needed employment; it gives the community the desire to survive and grow."

12) "To show how much the kids care about the community and the business; to get more going in the community."

13) "The school teaches the kids to work so they can go out and find a good job."

14) "The community revolves around the school. The community would be nothing without a school."

15) "The role of a school in a small community is to show the people in the community the businesses that the town could provide. And also show how much the kids really do care about their community.

16) No written comment provided.

17) "If the kids are good in sports and win athletic events, etc., it will make the town popular and people will want to move here and have their kids attend the schools."

18) "If the school dies, the town will definitely die!"

19) "It is one of the most important businesses in town because it adds spirit and enthusiasm to the community."

Question 5 — LCEM/RPR (cont.)

7) "The small school should be central. It's the only social institution everyone is compelled by law to pass through. What the family does not do for a youngster, the school is expected to do. A social role this significant requires the school to be central in the life of the community."

8) "It's very important in that the students who graduate from there are the leaders in a community in about ten years. They remember their school days and the backing they received from the community."

9) "The school should be the center of activity for our community, with greater participation in school functions by the people of the area, and greater participation of the schools' faculty in area functions."

10) "To instill community pride."

11) "A vital part in any community large or small."

12) "1) To make available the finest and most varied education possible; 2) to provide each student with the tools necessary to become a useful and productive citizen; 3) to provide the education needed to cope with current society standards."

13) "The center of learning, the reinforcer of parental discipline and morals, partially the social center of the community."

14) "It is the most important role in a small community, as it affects the greatest number of people."

15) "A vital part, in either a small or large community."

16) "To give an adequate education to our students so they can cope with the growth and problems of our community."

17) "To give an adequate education to our students so they can cope with the growth and problems of our community."

18) "To educate the youth; to develop cooperation between the school and the community; to develop a feeling of pride in the young people for their school, community, state and country."

19) No written comment provided.

Question 5 — LCEM/SR (cont.)

20) "To unite the community."

21) "In a small community a school plays a big role. It not only promotes education but if there wasn't a school in a small town the town might not even exist."

22) No written comment provided.

23) "The school in a small town is an important source of pride for the community and helps to bring the people closer together."

24) "If there isn't a school there isn't a town. I do not feel Lohrville would survive as a town if the school wasn't here. The school is VERY IMPORTANT."

25) "The school means a lot to a community. If the school closes there isn't much of a town left. The school means business to the shops uptown. When parents pick their kids up from school or an activity they just go up town to get what they need."

26) "The school kind of keeps the town going because if there is no school in the community why would anyone want to move into the community."

27) No written comment provided.

Question 5 — LCEM/RPR (cont.)

20) "A school in a small community is able to reach each individual student and give them the support or help that they need to become an adult."

21) No written comment provided.

22) "The role of the school in any community, I feel, is to provide a well-balanced education for all of its local youth. A small school just happens to have the best opportunities for all youth rather than breaking them into school stereotypes such as 'jocks,' 'mucisians,' 'actors,' etc."

23) "Probably the focal point of the community. Biggest business in town. I have heard people from towns, where schools closed, say that when the school went so did the town!"

24) "To provide an education for its students. A school system can be an important source of social activity for its townspeople, and can enrich the town if the diverse talents of the students are used."

25) "To provide an education for its students. A school system can be an important source of social activity for its townspeople, and can enrich the town if the diverse talents of the students are used."

26) "The prime requisite of the school is to provide a solid, basic education for our young people, secondarily to teach them moral values and disciplined self-restraint. The school will grow with the community - not the community with the school."

27) "Local schools should not be afraid to chart new paths, nor be afraid to show new areas to their students. They should be alert to the needs of 'superior' thinkers in their grades BEFORE they are 'turned off' by inattention or lack of recognition. Poor students, retarded students, etc. are easily spotted whereas better students are too often 'left' to their own devises - which are not provided by either parents or schools.

Analysis of the Narrative from Question 5, LCEM/SR and LCEM/RPR

The "role of the school in a small community" was viewed and defined by student and resource personnel respondents as being multiple and diverse in nature. From the provided definitions it was evident that the school's role was not unanimously agreed upon by students and the community's supervisory resource personnel. Narrative data from the LCEM/SRs was divided into sixteen areas of role commonality, and narrative date from the LCEM/RPRs was placed into fifteen corresponding and/or similar viewpoints of "the role of the school in a small community."

Role statements from students and resource personnel have been placed in an alternating, ranked-order of importance in accordance with the frequency of the implied or explicitly stated response.

ALTERNATING RANKED-ORDER OF "ROLE" RESPONSES FROM STUDENTS AND *RESOURCE PERSONNEL* IN ACCORDANCE WITH THE FREQUENCY OF THE RESPONSE

Students or *Resource* Personnel	Ranked-Order of Importance	Number of Implicit or Explicit Responses	Responses to "Define the Role of the School in a Small Community"
Students	1	10	The role of the school is to keep the community alive.
Resource	*2*	*9*	*The role of the school is to provide an adequate, solid, basic and well-balanced education in helping students prepare for the future.*
Resource	*3*	*8*	*The role of the school is to be the social focal point of the community.*
Students	4	6	The role of the school is large and important to the small community.
Resource	*4*	*6*	*The role of the school is to be the educational focal point of the community.*
Students	6	4	The role of the school is to be the social activity center of the community.
Students	6	4	The role of the school is to unite the community.
Resource	*8*	*3*	*The role of the school is to know students by name and to spend more time helping individuals, not numbers.*
Students	8	3	The role of ths school is to retain the community's citizens and attract new people.
Resource	*10*	*2*	*The role of the school is to provide cooperative interaction within the community.*
Students	10	2	The role of the school is to promote education.
Resource	*10*	*2*	*The role of the school is to work hand-in-hand with the community.*
Students	10	2	The role of the school is to provide the pride needed for the existence of a community.

Students or *Resource* Personnel	Ranked-Order of Importance	Number of Implicit or Explicit Responses	Responses to "Define the Role of the School in a Small Community."
Resource	*10*	*2*	*The role of the school is to instill pride within the school, community, state and nation.*
Students	10	2	The role of the school is to provide employment.
Resource	*10*	*2*	*The role of the school is vital in any community, large or small.*
Students	10	2	The role of the school is to show how much the kids care about the community.
Resource	*10*	*2*	*The role of the school is to reinforce parental discipline, morals, and to provide disciplined self-restraint.*
Students	10	2	The role of the school is to get things going in the community.
Resource	*20*	*1*	*The role of the school is to attract people to the community.*
Students	20	1	The role of the school is to provide the things we need.
Resource	*20*	*1*	*The role of the school is to do for the youngster what the family cannot do.*
Students	20	1	The role of the school is to give the community the desire to survive and grow.
Resource	*20*	*1*	*The role of the school is to make available the finest and most varied education possible.*
Students	20	1	The role of the school is to teach kids to work so they can go out and find a job.
Resource	*20*	*1*	*The role of the school is important.*
Students	20	1	The role of the school is to win athletically so that people with kids will move here.
Resource	*20*	*1*	*The role of the school is to be the biggest business in town because without it the community would die.*
Students	20	1	The role of the school is to add spirit and enthusiasm to the community.
Resource	*20*	*1*	*The role of the school is to chart new paths and new areas of education.*
Students	20	1	The role of the school is to keep the businesses in the community.

Administratively Defining the Role of the School in a Small Community

Calhoun County maintains and supports all or parts of seven K-12 school districts. One school district, Rockwell City, has all of its property located within the boundaries of the county. The remaining six districts include within their individual school territories parts of Webster, Greene, Carroll, Sac and Pocahontas counties.

All of Calhoun's K-12 superintendents of schools agreed to participate in defining the role of the school in a small community. Each administrator prepared an essay explaining his concept of the 'role' played by the school. The following finalized essays are preceded by biographical data of the superintendents/authors.

The Role of the School in a Small Community
by T. R. Craigmile, Jr.

(Editor's note: T. R. Craigmile, Jr., born on August 21, 1927, grew up in Lake City, Iowa; population 2,000. There were 36 members of his high school graduation class. Craigmile earned his B.S. in Mathematics from Buena Vista College in Storm Lake, Iowa; his M.A. in Educational Administration from Colorado State; and a second Master's Degree in Mathematics' Education from Iowa State Teachers College. Craigmile was both a classroom teacher and high school principal at the Pomeroy, Iowa Community Schools for eight years. From 1960 to the present he has been employed by the Cedar Valley of Somers, Iowa Community Schools: As junior high principal, middle-school principal, elementary principal, and, for the past seven years as Cedar Valley's Superintendent of Schools. He belongs to the Iowa and American Associations of School Administrators, People United for Rural Education, and is a Life Member of the NEA. He has been chairman and/or President of the Pomeroy Education Association, the Calhoun County Education Association, the Calhoun County Principal's Association and the Calhoun County Superintendents' Organization. T. R. Craigmile, Jr. currently resides 25 miles from the community of his birth.)

The Cedar Valley Community School District became a reality on July 1, 1955. The District was formed from three small independent or consolidated school districts surrounding three small towns; Farnhamville, Somers and Rinard. Each of the three towns or districts were operating as K-12 centers with very small classes. The first year of operation had high schools and elementary schools in Farnhamville and Somers and a junior high in Rinard. After the first year, the high school was placed in Somers along with three primary grades (K,1,2), the junior high in Rinard (grades 7-9), and the elementary school in Farnhamville (grades K-5). This arrangement lasted a number of years. In 1969 the arrangement was changed to high school at Somers (grades 9-12), middle-school at Rinard (grades 5-8), and elementary school at Farnhamville (grades K-5).

On May 24, 1977 the voters passed a bond issue for $2,195,000 to construct a new K-12 center approximately equidistant between the three towns. This building will be a modern, air-conditioned, electrically heated building with all activity facilities located in this one center.

In the years preceding the erection of this center, the schools' activities have been successful. The girls' basketball team has participated in the state tournament three times and the boys' basketball team once. Speech has always been a successful activity and music groups have also been quite active. The football teams have not enjoyed any great deal of success. Track, both boys and girls, has had a number of participants on a state competition level.

Academically the school has always been strong with most college-bound students experiencing success in life. From a vocational standpoint, the school has been weak.

The above information has been provided in order to demonstrate that for most people in the three small communities and surrounding farms, the school *is* the 'social' life; for people who have students in school, for recent graduates, and for people who no longer have children in school. I believe it would be safe to assume that school events are placed and valued with the same, or even greater priority and importance, than church events. School and church are separate, but the 'working' cooperation between and among both entities has been excellent for the most part. Those of us who have been in the district for a number of years affectionately refer to it as being "out here in the sticks." We are no more than two hours from metropolitan areas, major college athletics, classical entertainment, cultural activities, shopping centers and other "advantages" of the metropolitan areas without the disadvantages. We are close to good, hard-working, honest farmers and laborers. People living in this area are not isolated from the benefits of urban living, and we also enjoy the benefits of a rural lifestyle.

The school presently offers 42 units of credit. We have a learning disabilities program at both the secondary and elementary levels. Special education classes, MDE and MDT, are offered in cooperation with six other Calhoun County schools. Hearing impaired services are provided by the Arrowhead Area Education Agency. The school offers a building trades' and a health occupations' class cooperatively

with other schools in the county and Iowa Central Community College of Fort Dodge. Continued emphasis will be placed on college preparatory classes; however, as the need arises, cooperative programs pointing toward career skills will also be offered.

'Somewhere' someone has indicated that small is bad and constant pressure is placed on schools to reorganize into larger districts. I personally feel that small is great. I feel that our small school can offer most of the courses necessary for career opportunities. Along with this are the many virtues of a small school, such as activity participation, building leadership skills, individual help for students, stronger community involvement, fewer dropouts and more stability from the graduates in career placement.

The Role of the School in a Small Community
by Jim Gilpin

(Editor's note: Jim Gilpin, Superintendent of the Lytton Community Schools for the past two years, was born in Des Moines on March 22, 1939. He grew up in Fort Dodge, Iowa (pop. 28,0000) and was one of 350 classmates who graduated from the City's Senior High School. Gilpin's community has the unique distinction of the K-12 school being located in Calhoun County and the town's business district in Sac County. His B.A. in Physical Education was awarded by Mankato State University, and his Master's and Educational Specialist's Degrees were earned at Iowa State University. Prior to assuming the Lytton Superintendency Gilpin served as High School Principal for the East Greene Community Schools of Grand Junction, Iowa. He has also served as a teacher/coach in the Freeborn, Minnesota schools, the Central Community Schools of Elkader, Iowa and the Perry, Iowa Junior High School. He belongs to the Iowa and American Associations of School Administrators, the Lytton Chamber of Commerce, School Boosters, and People United for Rural Education. He is a trustee of his church and currently serves as chairman of the Calhoun County Superintendents' Association. Jim Gilpin currently resides approximately 130 miles from the community of his birth.)

It is easier to describe the total influence Lytton School is having on our small community when one is informed about the history of the school itself. The historical facts of the school have been and continue to be a major influence on the Lytton community.

The first school building was completed in 1915 and contained four large classroom areas. In 1921 the new Lytton Consolidated School was built for $150,000. Nine rural schools closed at this time to become a part of this new building and school system. The school building remained as such until a new $250,000 addition was completed in 1956. During all of these years many curriculum changes occurred. In 1926 there was just one course of study, "Normal Training," offered to high school students. One year later, due to the passage of the Smith-Hughes Act, "Farm Shop" was added and shortly thereafter a course of study in "Commercial Training" became a part of the curriculum. Since this time, many additions to the school curriculum have been introduced to afford Lytton students an opportunity to receive training in several academic and non-academic areas. As the school curriculum continued to expand so did the student enrollment. The first graduating class in 1921 had only four students. In 1922 there were only 29 people in high school. By 1930 there were 88, an increase of 200% in eight years. Through the years the Lytton school enrollment has been typical of most small schools in Iowa. Enrollments gradually increasing at first, experiencing rapid growth after the war years, and presently groping with the problems of declining enrollment. At one time during the 1950s a total of 350 students attended school. Now in the late 1970s we have 232 attending classes. The Lytton School has survived and prospered through the years. Its "roots" are deeply engrained in the community and the school has always been a very dominating and influential force on the Lytton Community proper.

The impact our school has on the community of Lytton can be measured in several tangible ways. One obvious effect is economical. In small communities the school is usually the larger "business enterprise" in operation. The monthly school payroll provides money, of which a large portion is spent in our local town. Along with this our school patronizes local business firms by purchasing many needed items and services during the school year. From the local hardware store to the local grocery store all of the local merchants do business with the school. The local bank also benefits financially when the small school deposits money with them and many local banks also serve as agents for needed school insurance purposes. Small communities also have a limited number of houses and apartments for sale or rent. Without the teachers living in many of these dwellings they would simply remain vacant. There are several other "economic factors" a school has on a small community that are too numberable to mention. Needless to say, a school closing in a small community would have a tremendous economic effect on that community; so much so that the small community could no longer exist economically unless other new industries were started in the community to fill the large economic void left by the school closing. New industries are difficult to recruit in small communities where an excellent school system is already in ex-

istence. Take the school out of the town and this task would become close to impossible.

Another tangible influence a school has on a small community can be measured in job procurement. Because the school is usually the largest business in town it is also the largest employer in town with the largest payroll. Many local residents are provided jobs at the school and therefore need not worry about seeking employment elsewhere.

With national unemployment figures fluctuating anywhere between five and eight percent (as high as 15-20 percent in some urban areas) potential laborers in small communities find it more difficult to find a job in neighboring larger cities. They in turn become very thankful for their job in the local school and always prove to be very dedicated, hard-working school employees. Schoolbus drivers, cooks, janitors, secretaries, dishwashers, teacher aides, bus mechanics, etc., are some of the jobs a school provides in a small town. These jobs are all occupied by persons living in a small town who are naturally very proud of their community and their local school. Small town people actively support the school and their community with a never-ending passion and exuberance that does not always exist in larger communities.

A school located in a small community is the starting point from which almost everything else in the town evolves from. The school is the community and the community is the school. The school is the nucleus of the small community. It is the educational, recreational and social leader in the small community. Almost everything that is happening, on any given day or night in a small town, is in some way school related. Athletic contests, dances, town meetings and banquets, night classes, concerts, recreational activities and speakers are just a few of the events that take place at the local school every year. On a cold winter night in Lytton it would not be an uncommon sight to walk in our school and see a group of young men and women playing basketball in our gym, a group of adult farmers attending a class on "Soil Erosion" and a group of band mothers having a meeting in our school lunch room. Without the school providing the facilities and the leadership many of these activities would never be accomplished.

Self-identity is a more intangible type of influence a school has on a small community. As the school gains in recognition and prestige so does the community. This school recognition can be gained in several ways. Smaller communities often identify with successful school athletic teams. As the athletic teams' reputation spreads so does the identity of the small town. People living in the smaller towns take much pride in their local town athletes and this pride, which is generated by the school, becomes 'community pride.' Without the school in the small town this pride and "identity" would never exist to the degree it does when the school is operating successfully.

I have elaborated on some of the more significant ways a school has an impact on a small community. Small communities with a school have a difficult enough struggle for survival. Take away the school, or reorganize the smaller school with a larger school district, and the small community will suffer in many ways.

The Role of the School in a Small Community
by Keith Hart

(Editor's note: Keith Hart was born in Kendrick Township, Greene County, on December 4, 1931. There were eight classmates in his Lanesboro, Iowa Public High School graduating class, and 350 citizens in his hometown community. Following high school Hart received his B.A. in Physical Education from Buena Vista College, his M.A. in Administration and Finance from Northeast Missouri State Teachers College, and his Education Specialist Degree in Administration and Finance from the University of Nebraska. His teaching/coaching career began in the Dayton, Iowa High School, followed by tenures in the Iowa secondary schools of Gilmore City-Bradgate and Havelock-Plover. A junior-senior high principalship was held in the Nishna Valley of Hastings, Iowa school system before accepting his first superintendency at Lytton, Iowa. Hart has served the Manson Community as Superintendent of Schools for the past six years. Memberships are held in Phi Delta Kappa, the Iowa American Associations of School Administrators, People United for Rural Education, and the American Legion. he serves on an advisory committee for Area V and chairs the Arrowhead Area Education Agency's Superintendents' meetings. Keith Hart currently resides 35 miles from the community of his birth.)

Growing up in a rural community, attending a so-called typical Iowa rural country school and graduating from a small high school (thirty-two students in grades nine through twelve) provides sufficient background for knowing what a small school means to a rural community.

The Manson Community School consists of 735 students in a rural community of 4,000 people living in some 92 square miles. Class size in school ranges from 38 students in kindergarten to 78 students in eleventh grade. Being small does not prevent students from having vast opportunities in educational programs. High school students are offered vocational work in Agriculture, Industrial Arts, Home

Economics, Business, Building Trades, Health Occupations, Engine Mechanics and on-the-job-training through Experience Based Career Education, as well as the traditionally strong, college oriented curriculum.

Students in grades seven through twelve are offered a wide variety of extracurricular activities: Baseball, softball, football, volleyball, track, basketball, wrestling, and vocal and instrumental music which includes the swing and concert choirs in vocal music and jazz, and the concert and marching bands in instrumental music. An annual broadway musical is presented by Manson High School students before four 'sell-out nights' consisting of approximately 400 people per performance. A small high school allows students who desire to participate in extra-curricular activities the opportunity to do so.

The community responds to student activities, which for the most part, are the focal point for lives in the Manson Community. Athletic events, music programs, parent-teacher conferences and so forth, are well attended by residents in the community. It is not uncommon to have from one to two thousand people attending a local football game, nor is it uncommon to have 90 percent or more parents attend a scheduled parent-teacher conference day.

The school does a 'follow-up' of its graduating seniors. Most graduates indicate satisfaction with their education, and those taking additional schooling report very few problems in competing with graduates of the larger schools. The student-teacher ratio in smaller schools allows for more individualized instruction and a better opportunity for school personnel to communicate with students on a more personal basis.

For the people of Manson it would be a tragedy to lose their school. Their lives are centered around student activities and social functions provided for them by the school. One only has to visit the many communities in Iowa where the school was closed to reorganization to find a dying community. People in most of those communities seem to possess a more negative attitude towards education and participate or attend school functions less frequently. This was very evident in a rural district where I served as the principal of a junior-senior high school. The system included four small rural communities reorganized into one school district. This has to be the major reason why people in rural Iowa are fighting to stop reorganization.

The Role of the School in a Small Community
by Lyle R. Kooiker

(Editor's note: Lyle Kooiker was born on April 10, 1945 in Hull, Iowa. He is currently completing his second year as Superintendent of the Lake City Community Schools. Supt. Kooiker grew up in a community of 3,000 citizens, and had a Central Lyon Community Schools of Rock Rapids, Iowa graduating class of 90. Kooiker earned his B.A. degree in Math and Education from Central College of Pella, Iowa and his M.Ed. in Math Education and his Educational Specialist degrees in Educational Administration from the University of Nebraska-Lincoln. Prior to the Lake City Superintendency he served as Superintendent of the Interstate 35 Community Schools of Truro, Iowa for 4 years; Elementary Principal and Superintendent of the Stanton, Nebraska Community Schools for 3 years; and Elementary/-Junior High Principal of the Unadilla, Nebraska Community Schools for 2 years. Kooiker has taught junior high math and science at Unadilla and freshman algebra, trigonometry and calculus at the University of Nebraska. He belongs to the Iowa Association of School Administrators, the National Association of School Administrators, and People United for Rural Education. Memberships are held in Kiwanis, the Lake City Union Church, and on the Board of Directors of Lake City's Stewart Memorial Hospital. Lyle R. Kooiker is currently residing 130 miles from the community of his birth.)

The Lake City Community School District is a thriving organization located in a hard-working, prosperous rural community. Its boundaries encompass 136 square miles of farmland and village located in Sac, Calhoun, and Carroll counties, with most of the District's territory in Calhoun County. Three communities feed young people into the school system. With all attendance centers in Lake City, however, the communities of Lanesboro and Yetter must struggle to maintain their identities. The total population of the district is estimated to be 3,000 with nearly 2,000 of those residents living in the community of Lake City.

Students attend classes at three attendance centers: 1) The Central Elementary School, constructed in the late 1800s, houses grades 1 and 2; 2) the Lincoln Elementary Building, constructed in two sections - the 1920s and the 1950s - houses Kindergarten and grades 3 through 6; and 3) the Westview School, built in the 1920s and added on to in the 1950s and 1970s, contains the junior-senior high grade levels.

As with most rural districts the enrollment of the Lake City Community Schools declines each year. The enrollment is projected to stabilize in the mid-1980s to approximately 40-45 students per grade level. This would keep the K-12 enrollment around 600 students; quite an adjustment from earlier years of 1,000 students. Adjusting to change, however, is a characteristic of the people within the schools' total

community. Along with adaptation, pride and willingness to work are the major reasons why the individuals of this area are able to continue to prosper and maintain such an ideal environment in which to raise their children and live their lives.

Lake City people are closely tied to agriculture and its related vocations. Due to their extra efforts, the community is blessed with several major employers. A 60-bed, newly constructed hospital coupled with a ten-physician clinic represent the major employers in addition to the school district. Additionally, light industry employs many people from the surrounding area.

Working together these people have built and maintained a lifestyle unique to rural America which has been and will remain the backbone of this great country. This spirit of cooperation exists between the school and community. Support for sound educational programs is tremendous and career exploration opportunities abound for our students among the many and varied industries and businesses. Cooperation with surrounding schools has also created and maintained additional educational opportunities for students with special needs and specific interests. Working closely together, the seven school districts in Calhoun County have provided opportunities for the education of mentally and physically handicapped students, as well as skill-developing, vocational courses in the areas of trade-industry and health careers.

The keys to success for these people and our country rest in their attitudes of pride and positive thinking. The heart of continued success is the rural school. Through two-way communication and cooperation the community will support and encourage the school system and its programs. The school will help instill and cultivate in each of its students those attributes of community and national pride.

America's rural schools, such as the Lake City Community School and the other six schools in Calhoun County, have nurtured and brought forth Americans filled with pride, a positive attitude, and a concern for fellow human beings. If this great American institution is forced out of existence, so too will America, with all of its heritage and ideals, be forced out of existence.

The Role of the School in a Small Community
by Elmer Prescott

(Editor's note: Elmer Prescott was born on October 4, 1935 in Bagley, Iowa. At the age of 32 he became Superintendent of the Rockwell City Community Schools and has served in that capacity up to the present. Twelve years as the chief school administrator for his district qualifies Prescott as the 'Dean' of Calhoun County Superintendents. He graduated from Lake View High School as one of 34 classmates in a community of approximately 1,300 citizens. His B.A. was granted by Buena Vista College of Storm Lake with a major in Physical Education; his M.A. in Secondary Administration by the University of Iowa; and an Educational Specialist Degree in General Administration by Drake University. In addition to his current position Prescott has also served as the Rockwell City High School Principal, as a teacher/coach/principal in the West Branch Community Schools, and as a teacher/coach in the Cosgrove Community School system. He is a longtime member of the Iowa Girls' Athletic Union Board, the Iowa and American Associations of School Administrators, Rotary, the Northwest Iowa Mental Health Board and the Rockwell City Medical Committee Board. Elmer Prescott currently resides 50 miles from the community of his birth.)

The foundation of any community is its young people, and the life of the child is based in the school. The school, by definition, becomes the focal point of the entire community.

In the small community the school is called upon to provide recreation and entertainment. During the winter months the school becomes the center for all community activities. The small school has a majority of its student population involved in every aspect of extra-curricular activities. These activities involve the parents as spectators, so they must plan their schedules around those of their children.

Our community 'builds' the community calendar around the school calendar. This in itself typifies the significance of the school in the small community. The small community also places more demands upon the school and the school personnel. Administrators and faculty members are expected to assume leadership roles in every church, club, and organization within the community. Although this establishes a sense of 'identity' in the individual, it also places a tremendous demand on a person's time. The community roles played in these positions open school-personnel to criticism, and this criticism is unfortunately transferred to the position held by the individual and/or individuals within the school. Double-trouble; double-jeopardy.

There are two major problems with the school being a primary influence on the community. 1) The school, because of its competitive activities, tends to develop a small radius in establishing its community. No business would be able to survive if it restricted itself to the same small area. Too often there is a tendency to overlook our neighbors; what we could do for them and what they could do for us. This could

be related to the old 'family' concept where everything centered around members of the family working together as a unit. Eventually someone with vision decided that maybe the second or third neighbor down the road had something to offer in working cooperatively. 2) The field of vision of the school in the small community becomes so narrow that we forget to look beyond: The local kid returning to run dad's store or farm; the isolation of our children from what's going on in the outer world; and the awareness of world problems beyond the boundaries of the county. This is probably where we do the children the most disservice.

We are taught to teach about what is 'good.' We feel the 'good' is in the small rural areas because that is where we have grown up and that is where we want our children to grow up. We must be cautious in that we do not restrict our students in thinking that everything 'outside' is not good; just as the urban areas feel that nothing 'good' can come from the small community or the small school.

The Role of the School in a Small Community
by Al J. Sinek

(Editor's note: Al Sinek is completing a decade as Chief School Officer of the Pomeroy Community Schools. Prior to accepting the Superintendency of this northern Calhoun County town of approximately 1,000 citizens, Sinek both taught and administrated in the Pomeroy and Boone Valley of Renwick Community School systems. Born on October 26, 1930 in Pocahontas, Iowa (pop. 1,800) Supt. Sinek graduated from Pocahontas Sacred Heart High School. There were 24 in his graduating class. His Baccalaureate Degree in Business Administration was obtained from Buena Vista College in Storm Lake, Iowa and his M.A. and Educational Specialist Degrees in School Administration from the University of Northern Iowa. Mr. Sinek is a member of Phi Delta Kappa, People United for Rural Education, the Iowa and American Associations of School Administrators and the Pomeroy Development Commission. Al J. Sinek currently resides 12 miles from the community of his birth.)

The Pomeroy Community School, with an enrollment of 380 students, is the hub of activity for this community of 1,000 people. Citizens take an active part in the school and school activities.

The curriculum provides the basics for students to advance to any walk of life they desire. School activities provide an outlet for the community and work as a catalyst for the people in promoting the town. Promoting the growth of business, community, and agriculture ranks second only to the academic, vocational and social preparation of students as goals of the Pomeroy Community School. Public meetings, adult classes, and dinners served by the music mothers are all examples of the 'role' of the school in Pomeroy, Iowa.

Our public school is the last significant outpost of local control, comparable to the town meetings found in small New England communities. Citizens participate directly and indirectly in the governance of the school. They vote in elections; they speak out at board meetings; and they run for the school's directorship positions.

Because the school's operation is relatively open, and because control is local, it reflects on the community more accurately than do other social services. It is more correct than not to say that good schools mean a good town and vice-versa.

Ironically it has become a yearly ritual in Iowa for the rural community to band together to defend the small schools and the quality of small school education. The cities have learned the hard way that large schools are not manageable and the social and academic results are inferior to the small school. Two or three decades ago it was widely believed that big-city schools, with their large enrollments, were better suited to provide quality education than the small schools in small communities. In fact, it was this belief that to a great extent powered the movement for regionalization and for consolidating schools into still larger units.

Today "bigness" in almost every field is out of vogue. The Iowa Legislature and the Iowa Department of Public Instruction are the exceptions to this trend. Decentralization is popular in government, business (and from the results of the latest national surveys) in education as well. The vast majority of persons throughout the nation believe that students get a better education in schools located in small communities like Pomeroy, Iowa, than they do in cities like Des Moines.

Size alone, obviously, cannot fully account for the disfavor in which the city schools are held. Student body compositions and discipline in urban schools have changed greatly in the past ten years due to the outmigration of upper and middle-class families to smaller communities.

The fact that many people today believe that education in the smaller communities like Pomeroy is indeed better will certainly induce more families with children of school age to leave the cities.

In summation the role of the Pomeroy Community School, and in general all small schools, is threefold: 1) The academic, vocational and social preparation of students; 2) the promotion of local business, agriculture and community; and 3) (self-preservation) - maintaining the small school system.

Summary of the Superintendents' Biographical Data

(Editor's note: The author of Toward Community Growth has included his biographical data within the summary.)

Calhoun County's superintendents' of Schools range in age from 32 to 51; (as of April 1, 1979). This represents a mean age of 42 and a median age of 43. All seven of the administrators were born and raised in Iowa. Two of the superintendents are natives of Calhoun County, and two are natives of counties adjacent to Calhoun; Greene and Pocahontas. The remaining three counties are represented by Guthrie, Polk and Sioux.

The towns and/or communities where the superintendents 'grew up' ranged in population from a low of 350 to a high of 28,000. This represents a population mean of 5,258. A more representative population is evidenced in the median of 1,800 community and/or town citizens.

High school graduation class sizes of the seven superintendents ranged from a low of eight to a high of 350. The mean graduation class size was 81. The median size of 34, however, was more representative of the group as a whole.

Experience for the administrators in their current Calhoun County Superintendencies ranged from two to 12 years, or a mean/median of six years. For five of the administrators their current positions represented an initial superintendency. One of the administrators was currently holding his second superintendency position (both have been in Calhoun County) and one was in his third role as the chief administrator of a school district.

As a group the Calhoun County Superintendents possessed six Bachelor of Arts' Degrees, one Bachelor of Science Degree, seven Master of Arts Degrees, six Educational Specialist Certificates/Degrees and one Doctorate of Philosophy. Three undergraduate majors were in Physical Education, two were in Mathematics, and one each in Business Administration and English. Five of the Master Degrees held by the superintendents were in school administration; two were in Mathematics and one was in English. The Ph.D. Degree was in school administration. The seven administrators held a combined total of 21 degrees and/or certificates. Six of the superintendents had received their undergraduate degrees from the Iowa Intercollegiate Conference of Private Colleges: four from Buena Vista College and one each from Central College and William Penn College. One undergraduate degree was from a state-supported institution; Mankato State University. Five graduate degrees/certificates were from the University of Nebraska; three were from the University of Northern Iowa; two were from Iowa State University; and one each from Drake University, the University of Iowa, and Northeast Missouri State College.

The seven superintendents serving schools in Calhoun County were currently residing an average of 58 miles from the communities of their birth, or a more representative median figure of 35 miles.

Analysis of the Narrative from the Superintendents' Essays Defining the Role of the School in a Small Community

Narrative data obtained through an analysis of the superintendents' essays defining the role of the school in a small community was divided into fourteen areas of primary emphasis. These statements concerning 'role,' as defined by the administrators' essays, have also been placed in a rank-order of importance in accordance with the frequency of the narrative response.

RANKED-ORDER OF "ROLE" STATEMENTS
AS PROVIDED BY K-12 SUPERINTENDENTS
IN ACCORDANCE WITH THE FREQUENCY
OF THE NARRATIVE RESPONSE

Ranked-Order of Importance	Number of Narrative Responses	Essay Responses to 'The Role of the School in a Small Community'
1	6	"The role of the school is to be the focal point of social activity for the entire community."

Ranked-Order of Importance	Number of Narrative Responses	Essay Responses to 'The Role of the School in a Small Community'
1	6	"The role of the small school is to continue offering the courses necessary for career opportunities through a strong, basic curriculum."
3	5	"The role of the school is to provide extra-curricular activities in which all students might be afforded the opportunity for multi-activity participation."
3	5	"The role of the school is to provide identity for the community."
5	4	"The school is the community and the community is the school. The school is the nucleus of the small community; to lose the school would mean a dying community."
6	3	"The role of the school is to promote community involvement and pride."
6	3	"The role of the school is to provide employment for local people and to be the community's major economical factor."
8	2	"The role of the school is to build leadership skills in students and school-personnel."
8	2	"The role of the school is to provide individual help for students on a personal basis."
8	2	"The role of the school is to continue its stability in the placement of graduates in careers and graduate satisfaction with their education."
8	2	"The school's history and traditions play a major role in influencing the attitude of the community."
8	2	"The role of the school is to share programs and teachers with neighboring districts."
13	1	"The role of the school is to continue its educational programs which have traditionally produced few dropouts."
13	1	"The role of the school is self-preservation."

A Summary of Narrative Responses from Students, Resource Personnel and Superintendents Which Provide a Consensus Definition for the Role of the School in a Small Community

Through an analysis of the most frequently provided narrative responses from students, resource personnel and superintendents, explicit and/or implied, the following definition has been developed for "the role of the school in a small community:"

The role of the school in the small community is multi-faceted and diverse: To keep the community alive by being the social and educational focal point of the community; to provide an adequate, solid, basic and well-balanced education in preparing students for future careers; to provide extra-curricular activities through which *all* students might be afforded the opportunity for multi-activity participation; and, to fuse the school and the community into an entity of singular purpose by providing a sense of identity for the individual as well as a sense of unity for the community as a whole.

THE ROLE OF THE AREA EDUCATION AGENCY MEDIA CENTER IN PRESERVING THE SCHOOL IN THE SMALL COMMUNITY

BY Robert E. Dunlap

(Editor's note: Robert E. Dunlap was born on June 12, 1942. A native of Pennsylvania, he has served as Media Center Director for the Arrowhead Area Education Agency since 1974. Prior to this position Dunlap held the position of Media Consultant and Director of Media for the joint counties of Hamilton, Webster and Wright. He has also served as Media Director and classroom instructor for his hometown School District of Chichester, Pennsylvania. Professional organizations in which memberships are held include AECT, EFLA and People United for Rural Education. He is on the Board of Directors of the National Film Market, the Board of Directors of the National Association for Media Regional Centers, and sundry audio-visual associations. In addition he has conducted workshops throughout the United States on film utilization. A graduate of Husson College (B.A.) and Temple University (M.Ed.), Dunlap moved to Iowa because he sincerely believed in the concept of regional education for media utilization and the role this has and will continue to play in preserving the school in the small community.)

Although there were 15,000 citizens in my native Pennsylvania community, I have developed a deep appreciation for smaller communities since I moved to Iowa over a decade ago. Not only did I desire the experience of developing a regional media center but also I wanted the opportunity to serve small school districts who, by themselves, could not provide the services which the intermediate school unit could offer.

It has always been my belief that the small school could better provide a quality education to its students because they can work with students on a personal, one-to-one basis. It is my judgment that the State of Iowa through a historic education act in 1974 creating fifteen area education agencies extended the life of many smaller school districts by providing a host of media, special education, and other services to these schools on a regional basis.

As the Director of Media Services for an Area Education Agency serving 34,000 students in 46 local school districts within a nine county area, I am aware that small school districts in this day and age are not able to financially provide the many 'media tools' necessary for a quality, competitive education. If our children are to affectively deal in the market place of the 20th and even the fast-approaching 21st century, they must be equipped with the best knowledge we, as educators, can provide. Media, as an educational tool, continues to grow each year as an educational necessity.

As a media specialist I am fully cognisant of the fact that approximately 60 percent of educational materials are in print form; i.e., textbooks. Reading, Math, Social Studies, the Sciences, etc., are the foundation of all learning sequences and processes. They should be. Without the 'printed' fundamental materials known as 'basics' the very essense of one's ability to learn would be lost. It should also be noted, however, that today approximately 35 percent of educational materials can be classified as 'non-print'. These educational tools are more commonly referred to as the electronic media. And that's where I enter the picture as an educator of your child.

Whether one admits it or not, or even whether one likes it or not, the age of electronic, non-print media has arrived. More than likely it will be around for a long, long time. Today's students have grown-up with television, movies, films, tape-recordings, radio and audio-visual materials of every shape and size to both supplement and complement their basic education. Unfortunately many of today's educators/administrators have not been exposed to the world of non-print media as greatly as have their students. This problem, however, is not without remedy or solution.

The fifteen Area Education Agencies in existence throughout the State have the total spectrum of audio-visual materials at their disposal for use by Iowa schools. These are materials and equipment which small (and many large!) educational systems find impossible to fit into continually shrinking budgets. In fact, the main objective of the Learning Resource Center (Media) is to supplement the media services provided by local schools. To accomplish this the center provides:

1) Materials Lending Library;
2) evaluation of materials through the Curriculum Lab;
3) in-service and self-improvement;
4) materials through the Professional Library;
5) background, and reference information through INFORMS; and
6) locally produced instructional materials through the production services.

All this encourages teachers to develop learning packets, models, and multi-media programs specifically designed for their classroom use, based on their students' strong modalities. I might also add that 'media' represents only one-third of the service provided by Area Education Agencies. Educational Services and Special Education services comprise the remainder and equally important AEA commitment to school systems in the State of Iowa.

Many interested, and I might add enlightened, pro-

ponents of education contend that the monies diverted from local school districts as 'pass through' funds to finance the AEAs could be better spent in the local districts. I appreciate this philosophy, and I understand the logic underlying its concept. However, the funds could never be placed solely in the General Fund coffers of locally autonomous districts to be spent at random. I see two primary reasons for this statement of fact which the general public more often than not fails to see: 1) The monies which fund the AEAs were authorized by the Iowa Legislature as 'pass through' monies for the one purpose of funding Area Education Agencies. The funding was never intended as additional state aid to be accrued and eventually consumed locally. Quite simply, if the AEAs did not exist, neither would the funding; and 2) local districts could never afford all the media equipment, all the media software/hardware, all the media materials which are available for use by local districts simply for the asking.

That is why I feel I, the Media Center of which I am Director, and the AEA I serve, are all playing a vital role in preserving the educational quality and integrity of the school in the small community. We are here to serve; we are here to give you the benefit of years of experience in the media services. This study, this book, which you are now reading is the finished product of an Area Education Agency Media Center. I am proud to have played this small part in contributing "toward community growth."

PRESENTATION AND ANALYSIS OF THE DATA

Toward Community Growth's Program Review and Evaluation Techniques, PERT, Appendix I, listed four project objectives and/or learner outcomes for students in the study's experimental group: 1) To assist students in acquiring a general knowledge of local history, and the realization of 'rural' philosophies which serve as the basis for 'localized' social/economic conditions; 2) to have students develop and acquire an awareness of local career opportunities; 3) to assess student attitudes toward local career occupations, the local community and education in general; and 4) to assess attitudes of control group students, located within similar-sized districts, toward local career occupations and their own local communities. Project objectives 1 and 2 were accomplished by in-class lecture/instruction, fall-spring occupational experiences with local resource personnel, and the utilization of career education/sociologically-based audio-visual materials. Collected data was presented and analyzed through subjective, descriptive, and narrative methodology in the study's following sections: 1) "Attitudinal Responses from Students and Resource personnel;" 2) "Narrative Responses from Students and Resource Personnel;" and 3) "The Role of the School in a Small Community."

Data analysis for project objectives 3 and 4 was accomplished by utilizing a five-point Likert Attitude Scale as both a pretest and posttest instrument. Attitude surveys, Appendix A, were given to the Lohrville experimental group and to senior students in the remaining six Calhoun County K-12 schools in the fall of the year. Posttests were administered to the experimental and control groups following completion of the study in the spring. As outlined in the PERT chart, data accumulated to assess the degree of success in accomplishing or reaching objectives 3 and 4 was determined statistically through 'significance' at pre-determined alpha (confidence) levels. Significance was found in several sub-objectives at the .05, .01 and .001 confidence levels. Statistical data for objectives 3 and 4 was treated with a chi-square (x^2) distribution in order to test the equality of two population proportions; (as evidenced in the experimental group/control groups' comparisons.). As indicated by Paul G. Hoel in his textbook *Elementary statistics,* x^2 should be used when the "approximation is good," and that "experience and theory indicate that the approximation is usually satisfactory provided that the expected frequencies in all the cells are at least as large as 5." Hence, utilization of the five-point Likert Attitude Scale. Responses were elicited from experimental and control group students concerning their attitudes on 59 survey questions. Approximately one-half (29) of the attitudinal questions were general in nature, while the remaining one-half (30) were specific queries concerning attitudes on future local careers/occupations, community and school cooperation, community pride/involvement, community power structures, rural socio-economic conditions, community loyalty, cities, group/individual attitudes, and so forth. Results from the testing sequences were placed in a series of contingency tables and are presented in this section of the study. Thirty of the tables were pretest/posttest attitudinal percentages of the experimental and control group respondents for specific LCEM survey questions, while the remaining seven tables were direct comparisons of pretest/posttest attitudinal percentages. Direct comparison tables were constructed if statistical significance did not occur with either the pretest/posttest results of the experimental group or the pretest/posttest results of the control groups, but did occur when comparing the posttest results of the experimental group with the posttest results of the control groups. A 'direct comparison' table was also developed whenever the control groups exhibited statistical significance on a posttest objective and the experimental group did not, and when both the experimental group and the control groups displayed significance on the same objective. Utilizing a direct comparison methodology, all seven tables resulted in statistical significance for the experimental group, and/or the tested objective, at a pre-determined confidence level; five experimental group objectives at .001 and two experimental group objectives at .05.

TABLE 1

PRETEST/POSTTEST ATTITUDINAL PERCENTAGES OF THE EXPERIMENTAL AND CONTROL GROUP RESPONDENTS FOR THE *LCEM* SURVEY QUESTION "A BIG CITY SCHOOL PROVIDES ITS STUDENTS WITH A MUCH BETTER EDUCATION THAN A SMALL RURAL SCHOOL."

TESTS	EXPERIMENTAL GROUP					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Pretest Row Percentage	42.3%	26.9%	15.4%	11.5%	3.8%	26
Posttest Row Percentage	57.7%	42.3%	0.0%	0.0%	0.0%	26

df = 4 $x^2 = 9.50^*$ TOTAL n = 52

TESTS	CONTROL GROUPS					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Pretest Row Percentage	28.0%	46.6%	14.2%	9.1%	2.2%	232
Posttest Row Percentage	25.0%	46.6%	13.4%	10.3%	4.7%	232

df = 4 $x^2 = 2.91$ TOTAL n = 464

* sig. at $\alpha = .05$
** sig. at $\alpha = .01$
*** sig. at $\alpha = .001$

TABLE 1's results show statistical significance at the .05 confidence level. On the posttest 100 percent of the experimental group respondents attitudinally indicated disagreement with the statement "a big city school provides its students with a much better education than a small rural school." 28.4 percent of the control groups' posttest respondents 'strongly agreed,' 'agreed,' or were "undecided" concerning the statement. This attitudinal objective was taught in Unit 6, "Careers: City vs. Rural."

TABLE 2

PRETEST/POSTTEST ATTITUDINAL PERCENTAGES OF THE EXPERIMENTAL AND CONTROL GROUP RESPONDENTS FOR THE *LCEM* SURVEY QUESTION "EDUCATION IS NOT REALLY IMPORTANT FOR A LIFE-TIME JOB IN MY COMMUNITY."

TESTS	EXPERIMENTAL GROUP					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Pretest Row Percentage	42.3%	53.8%	3.8%	0.0%	–	26
Posttest Row Percentage	26.9%	69.2%	0.0%	3.8%	–	26

df = 3 $x^2 = 3.39$ TOTAL n = 52

TESTS	CONTROL GROUPS					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Pretest Row Percentage	27.2%	46.6%	12.9%	10.8%	2.6%	232
Posttest Row Percentage	17.7%	50.4%	12.5%	16.4%	3.0%	232

df = 4 $x^2 = 7.8$ TOTAL n = 464

* sig. at $\alpha = .05$
** sig. at $\alpha = .01$
*** sig. at $\alpha = .001$

TABLE 2, "education is not really important for a life-time job in my community," did not exhibit statistical significance on the posttests of either group. This objective was taught in Unit 2, "Rural Living and Rural Life Styles: A Psychological Approach."

TABLE 3

PRETEST/POSTTEST ATTITUDINAL PERCENTAGES OF THE EXPERIMENTAL AND CONTROL GROUP RESPONDENTS FOR THE *LCEM* SURVEY QUESTION "THE COMMUNITY IN WHICH YOU LIVE AND IN WHICH YOU ATTEND SCHOOL IS RURA'..."

TESTS	EXPERIMENTAL GROUP					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Pretest Row Percentage	3.8%	3.8%	–	42.3%	50.0%	26
Posttest Row Percentage	0.0%	0.0%	–	15.4%	84.6%	26

df = 3 x^2 = 7.58 TOTAL n = 52

TESTS	CONTROL GROUPS					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Pretest Row Percentage	1.3%	6.0%	5.2%	53.4%	34.1%	232
Posttest Row Percentage	0.9%	3.0%	5.6%	50.9%	39.7%	232

df = 4 x^2 = 3.71 TOTAL n = 464

* sig. at α = .05
** sig. at α = .01
*** sig. at α = .001

TABLE 3A

A COMPARISON OF PRETEST/POSTTEST ATTITUDINAL PERCENTAGES BETWEEN EXPERIMENTAL GROUP RESPONDENTS AND CONTROL GROUP RESPONDENTS FOR THE *LCEM* SURVEY QUESTION "THE COMMUNITY IN WHICH YOU LIVE AND IN WHICH YOU ATTEND SCHOOL IS RURAL."

GROUP RESPONDENTS	PRETEST					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Experimental	3.7%	3.7%	0.0%	44.4%	48.1%	27
Control	1.2%	6.2%	5.4%	54.1%	33.1%	242

df = 4 x^2 = 4.73 TOTAL n = 269

GROUP RESPONDENTS	POSTTEST					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Experimental	0.0%	0.0%	0.0%	15.4%	84.6%	26
Control	0.9%	3.0%	5.6%	50.9%	39.7%	232

df = 4 x^2 = 19.38*** TOTAL n = 258

* sig. at α = .05
** sig. at α = .01
*** sig. at α = .001

The statement "the community in which you live and in which you attend school is rural," TABLE 3, was not statistically significant when pretest and posttest attitudinal percentages of the experimental and control group respondents were compared. Significance did occur at the .001 confidence level, however, when the posttest results of the experimental group were directly compared with the posttest results of the control group, TABLE 3A. This is the result of experimental group respondents indicating 92.3 percent agreement or strong agreement with the statement on the pretest and 100 percent agreement or strong agreement on the posttest. A 'ceiling effect' therefore occurred whereby attitudes could not realistically be indicated any higher than "agree" or "strongly agree" on the posttest. In addition the experimental group respondents increased their attitudinal percentage 34.6 percent on the posttest with the "strongly agree" attitudinal response. This attitudinal objective was taught in two instructional units: Unit 4, "'Rural:' A Gestalt Approach," and Unit 6, "Careers: City vs. Rural."

TABLE 4

PRETEST/POSTTEST ATTITUDINAL PERCENTAGES OF THE EXPERIMENTAL AND CONTROL GROUP RESPONDENTS FOR THE *LCEM* SURVEY QUESTION "RURAL PEOPLE ARE DISCRIMINATED AGAINST BY PEOPLE IN BIG CITIES."

TESTS	EXPERIMENTAL GROUP					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Pretest Row Percentage	7.7%	26.9%	42.3%	11.5%	11.5%	26
Posttest Row Percentage	0.0%	0.0%	0.0%	34.6%	65.4%	26

df = 4 $x^2 = 32.80^{***}$ TOTAL n = 52

TESTS	CONTROL GROUPS					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Pretest Row Percentage	4.7%	37.5%	31.0%	22.4%	4.3%	232
Posttest Row Percentage	3.4%	25.0%	26.7%	31.5%	13.4%	232

df = 4 $x^2 = 21.30^{***}$ TOTAL n = 464

* sig. at $\alpha = .05$
** sig. at $\alpha = .01$
*** sig. at $\alpha = .001$

TABLE 4A

A COMPARISON OF PRETEST/POSTTEST ATTITUDINAL PERCENTAGES BETWEEN EXPERIMENTAL GROUP RESPONDENTS AND CONTROL GROUP RESPONDENTS FOR THE *LCEM* SURVEY QUESTION "RURAL PEOPLE ARE DISCRIMINATED AGAINST BY PEOPLE IN BIG CITIES."

GROUP RESPONDENTS	PRETEST					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Experimental	7.4%	29.6%	40.7%	11.1%	11.1%	27
Control	5.4%	36.4%	31.8%	22.3%	4.1%	242

df = 4 $x^2 = 4.97$ TOTAL n = 269

GROUP RESPONDENTS	POSTTEST					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Experimental	0.0%	0.0%	0.0%	34.6%	65.4%	26
Control	3.4%	25.0%	26.7%	31.5%	13.4%	232

df = 4 $x^2 = 48.43^{***}$ TOTAL n = 258

* sig. at $\alpha = .05$
** sig. at $\alpha = .01$
*** sig. at $\alpha = .001$

TABLE 4 indicates significance at the .001 level of confidence for both the experimental and control groups. Examination of TABLE 4A, however, displays the .001 level of confidence when the posttest results of the experimental group are directly compared with the posttest results of the control group. A higher percentage of "agree" and "strongly agree" was evidenced in the attitudinal indications of the experimental group on the posttest. "Rural people are discriminated against by people in big cities" was taught as an objective in Unit 6, "Careers: City vs. Rural."

TABLE 5

PRETEST/POSTTEST ATTITUDINAL PERCENTAGES OF THE EXPERIMENTAL AND CONTROL GROUP RESPONDENTS FOR THE *LCEM* SURVEY QUESTION "RURAL PEOPLE ARE DISCRIMINATED AGAINST BY THOSE WHO MAKE THE LAWS."

TESTS	EXPERIMENTAL GROUP					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Pretest Row Percentage	3.8%	30.8%	50.0%	3.8%	11.5%	26
Posttest Row Percentage	0.0%	3.8%	15.4%	34.6%	46.2%	26

df = 4 $x^2 = 23.01^{***}$ TOTAL n = 52

TESTS	CONTROL GROUPS					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Pretest Row Percentage	6.9%	47.2%	32.9%	11.3%	1.7%	232
Posttest Row Percentage	3.9%	43.1%	32.3%	16.4%	4.3%	232

df = 4 $x^2 = 7.17$ TOTAL n = 464

* sig. at $\alpha = .05$
** sig. at $\alpha = .01$
*** sig. at $\alpha = .001$

"Rural people are discriminated against by those who make the laws," TABLE 5, indicates significance at the .001 level of confidence. This statement was taught as an objective in Unit 6, "Careers: City vs. Rural."

TABLE 6

PRETEST/POSTTEST ATTITUDINAL PERCENTAGES OF THE EXPERIMENTAL AND CONTROL GROUP RESPONDENTS FOR THE *LCEM* SURVEY QUESTION "RURAL PEOPLE ARE A MINORITY."

TESTS	EXPERIMENTAL GROUP					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Pretest Row Percentage	—	34.6%	26.9%	23.1%	15.4%	26
Posttest Row Percentage	—	11.5%	0.0%	34.6%	53.8%	26
df = 3	$x^2 = 16.16^{***}$				TOTAL n =	52

TESTS	CONTROL GROUPS					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Pretest Row Percentage	9.5%	33.6%	22.4%	29.7%	4.7%	232
Posttest Row Percentage	4.3%	32.3%	24.1%	31.5%	7.8%	232
df = 4	$x^2 = 6.51$				TOTAL n =	464

* sig. at $\alpha = .05$
** sig. at $\alpha = .01$
*** sig. at $\alpha = .001$

TABLE 6, "rural people are a minority," displays significance at the .001 level of confidence. This objective was included in Unit 4, "'Rural:' A Gestalt Approach."

TABLE 7

PRETEST/POSTTEST ATTITUDINAL PERCENTAGES OF THE EXPERIMENTAL AND CONTROL GROUP RESPONDENTS FOR THE *LCEM* SURVEY QUESTION "CITY PEOPLE HAVE MORE CULTURE THAN RURAL PEOPLE."

TESTS	EXPERIMENTAL GROUP					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Pretest Row Percentage	26.9%	42.3%	15.4%	11.5%	3.8%	26
Posttest Row Percentage	42.3%	42.3%	11.5%	0.0%	3.8%	26

df = 4 x^2 = 4.03 TOTAL n = 52

TESTS	CONTROL GROUPS					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Pretest Row Percentage	29.7%	47.8%	14.7%	7.3%	0.4%	232
Posttest Row Percentage	25.9%	43.1%	18.1%	11.2%	1.7%	232

df = 4 x^2 = 5.73 TOTAL n = 464

* sig. at α = .05
** sig. at α = .01
*** sig. at α = .001

"City people have more culture than rural people," TABLE 7, an objective taught in Unit 5, "Careers: City vs. Rural," was not statistically significant.

TABLE 8

PRETEST/POSTTEST ATTITUDINAL PERCENTAGES OF THE EXPERIMENTAL AND CONTROL GROUP RESPONDENTS FOR THE *LCEM* SURVEY QUESTION "ALL RURAL COMMUNITIES ARE BASICALLY THE SAME."

TESTS	EXPERIMENTAL GROUP					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Pretest Row Percentage	7.7%	46.2%	7.7%	34.6%	3.8%	26
Posttest Row Percentage	7.7%	3.8%	19.2%	61.5%	7.7%	26

df = 4 $x^2 = 12.89^{**}$ TOTAL n = 52

TESTS	CONTROL GROUPS					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Pretest Row Percentage	7.3%	36.6%	18.5%	35.8%	1.7%	232
Posttest Row Percentage	8.2%	37.1%	12.5%	39.7%	2.6%	232

df = 4 $x^2 = 3.70$ TOTAL n = 464

* sig. at $\alpha = .05$
** sig. at $\alpha = .01$
*** sig. at $\alpha = .001$

TABLE 8, "all rural communities are basically the same," was statistically significant at the .01 level of confidence. This is due in part to the increase of 26.9 percentage points in 'agreement' attitude on the posttest by experimental group respondents while control group respondents remained approximately the same with their posttest attitudinal responses. Although the objective was attitudinally significant, it occurred at the wrong end of the attitude scale. Unit 2, "Rural Living and Rural Life Styles: A Psychological Approach," stressed the "difference" between and among rural communities.

TABLE 9

PRETEST/POSTTEST ATTITUDINAL PERCENTAGES OF THE EXPERIMENTAL AND CONTROL GROUP RESPONDENTS FOR THE *LCEM* SURVEY QUESTION "ALL CITY COMMUNITIES ARE BASICALLY THE SAME."

TESTS	EXPERIMENTAL GROUP					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Pretest Row Percentage	7.7%	42.3%	19.2%	30.8%	0.0%	26
Posttest Row Percentage	3.8%	7.7%	7.7%	65.4%	15.4%	26

df = 4 $x^2 = 15.09^{**}$ TOTAL n = 52

TESTS	CONTROL GROUPS					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Pretest Row Percentage	4.7%	40.1%	16.8%	34.5%	3.9%	232
Posttest Row Percentage	6.5%	39.2%	15.9%	35.3%	3.0%	232

df = 4 $x^2 = 0.96$ TOTAL n = 464

* sig. at $\alpha = .05$
** sig. at $\alpha = .01$
*** sig. at $\alpha = .001$

TABLE 9, "all city communities are basically the same," was significant at the .01 level of confidence. This attitude was taught in Unit 6: "Careers: City vs. Rural."

TABLE 10

PRETEST/POSTTEST ATTITUDINAL PERCENTAGES OF THE EXPERIMENTAL AND CONTROL GROUP RESPONDENTS FOR THE *LCEM* SURVEY QUESTION "THERE IS MORE OF A FUTURE IN THE CITY THAN IN RURAL AREAS."

TESTS	EXPERIMENTAL GROUP					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Pretest Row Percentage	11.5%	23.1%	42.3%	19.2%	3.8%	26
Posttest Row Percentage	7.7%	53.8%	26.9%	11.5%	0.0%	26

df = 4 x^2 = 5.79 TOTAL n = 52

TESTS	CONTROL GROUPS					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Pretest Row Percentage	12.5%	38.8%	19.4%	25.4%	3.9%	232
Posttest Row Percentage	9.1%	34.5%	19.8%	31.0%	5.6%	232

df = 4 x^2 = 3.90 TOTAL n = 464

* sig. at α = .05
** sig. at α = .01
*** sig. at α = .001

"There is more of a future in the city than in rural areas," TABLE 10, was not statistically significant. This objective was included in Unit 6, "Careers: City vs. Rural."

TABLE 11

PRETEST/POSTTEST ATTITUDINAL PERCENTAGES OF THE EXPERIMENTAL AND CONTROL GROUP RESPONDENTS FOR THE *LCEM* SURVEY QUESTION "YOU WILL LEAVE YOUR COMMUNITY AFTER YOU GRADUATE FROM HIGH SCHOOL."

TESTS	EXPERIMENTAL GROUP					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Pretest Row Percentage	0.0%	19.2%	46.2%	15.4%	19.2%	26
Posttest Row Percentage	3.8%	19.2%	46.2%	30.8%	0.0%	26

df = 4 $x^2 = 7.33$ TOTAL n = 52

TESTS	CONTROL GROUPS					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Pretest Row Percentage	3.9%	7.8%	31.9%	31.5%	25.0%	232
Posttest Row Percentage	5.2%	9.1%	18.1%	37.5%	30.2%	232

df = 4 $x^2 = 11.84^*$ TOTAL n = 464

* sig. at $\alpha = .05$
** sig. at $\alpha = .01$
*** sig. at $\alpha = .001$

TABLE 11A

A COMPARISON OF PRETEST/POSTTEST ATTITUDINAL PERCENTAGES BETWEEN EXPERIMENTAL GROUP RESPONDENTS AND CONTROL GROUP RESPONDENTS FOR THE *LCEM* SURVEY QUESTION "YOU WILL LEAVE YOUR COMMUNITY AFTER YOU GRADUATE FROM HIGH SCHOOL."

GROUP RESPONDENTS	PRETEST					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Experimental	0.0%	18.5%	48.1%	14.8%	18.5%	27
Control	3.7%	8.3%	31.4%	31.8%	24.8%	242

df = 4 $x^2 = 8.54$ TOTAL n = 269

GROUP RESPONDENTS	POSTTEST					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Experimental	3.8%	19.2%	46.2%	30.8%	0.0%	26
Control	5.2%	9.1%	18.1%	37.5%	30.2%	232

df = 4 $x^2 = 19.41^{***}$ TOTAL n = 258

* sig. at $\alpha = .05$
** sig. at $\alpha = .01$
*** sig. at $\alpha = .001$

TABLE 11, "you will leave your community after you graduate from high school," was statistically significant at the .05 level of confidence for the control groups. TABLE 11A, however, indicates significance for the experimental group at the .001 level of confidence. This is due in part to the shifting of attitudinal percentage points on the experimental group's posttest from 18.5 percent on "strongly agree" to 0.0, while the control groups remained more attitudinally static on their posttests. This objective was included in Unit 2, "Rural Living and Rural Life Styles: A Psychological Approach."

TABLE 12

PRETEST/POSTTEST ATTITUDINAL PERCENTAGES OF THE EXPERIMENTAL AND CONTROL GROUP RESPONDENTS FOR THE *LCEM* SURVEY QUESTION "YOUR COMMUNITY OFFERS NO OPPORTUNITIES FOR YOUNG PEOPLE."

TESTS	EXPERIMENTAL GROUP					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Pretest Row Percentage	3.8%	50.0%	19.2%	26.9%	–	26
Posttest Row Percentage	7.7%	84.6%	3.8%	3.8%	–	26

df = 3 $x^2 = 9.81^*$ TOTAL n = 52

TESTS	CONTROL GROUPS					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Pretest Row Percentage	12.5%	42.7%	19.0%	17.2%	8.6%	232
Posttest Row Percentage	9.1%	34.9%	19.4%	23.7%	12.9%	232

df = 4 $x^2 = 7.46$ TOTAL n = 464

* sig. at $\alpha = .05$
** sig. at $\alpha = .01$
*** sig. at $\alpha = .001$

"Your community offers no opportunities for young people," TABLE 12, was significant at the .05 level. This objective was a part of Unit 2, "Rural Living and Rural Life Styles: A Psychological Approach."

TABLE 13

PRETEST/POSTTEST ATTITUDINAL PERCENTAGES OF THE EXPERIMENTAL AND CONTROL GROUP RESPONDENTS FOR THE *LCEM* SURVEY QUESTION "THERE IS A FUTURE FOR YOU IN YOUR COMMUNITY."

TESTS	EXPERIMENTAL GROUP					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Pretest Row Percentage	7.7%	15.4%	42.3%	26.9%	7.7%	26
Posttest Row Percentage	0.0%	23.1%	7.7%	57.7%	11.5%	26

df = 4 $x^2 = 11.74^*$ TOTAL n = 52

TESTS	CONTROL GROUPS					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Pretest Row Percentage	12.5%	25.4%	27.6%	28.0%	6.5%	232
Posttest Row Percentage	14.2%	26.3%	22.0%	28.0%	9.5%	232

df = 4 $x^2 = 3.09$ TOTAL n = 464

* sig. at $\alpha = .05$
** sig. at $\alpha = .01$
*** sig. at $\alpha = .001$

"There is a future for you in your community," TABLE 13, was significant at the .05 level of confidence. This objective was taught in Unit 2, "Rural Living and Rural Life Styles: A Psychological Approach."

TABLE 14

PRETEST/POSTTEST ATTITUDINAL PERCENTAGES OF THE EXPERIMENTAL AND CONTROL GROUP RESPONDENTS FOR THE *LCEM* SURVEY QUESTION "THE OLDER PEOPLE IN YOUR COMMUNITY, AGES 50 ON UP, ARE CONCERNED ABOUT BUILDING THE COMMUNITY FOR FUTURE GENERATIONS."

TESTS	EXPERIMENTAL GROUP					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Pretest Row Percentage	26.9%	26.9%	26.9%	15.4%	3.8%	26
Posttest Row Percentage	23.1%	30.8%	38.5%	7.7%	0.0%	26

df = 4 $x^2 = 2.34$ TOTAL n = 52

TESTS	CONTROL GROUPS					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Pretest Row Percentage	9.9%	29.7%	34.5%	23.7%	2.2%	232
Posttest Row Percentage	14.7%	25.4%	31.5%	26.3%	2.2%	232

df = 4 $x^2 = 3.53$ TOTAL n = 464

* sig. at $\alpha = .05$
** sig. at $\alpha = .01$
*** sig. at $\alpha = .001$

TABLE 14, "the older people in your community, ages 50 on up, are concerned about building the community for future generations," was not significant. This objective was included in Unit 7, "The Generation Gap."

TABLE 15

PRETEST/POSTTEST ATTITUDINAL PERCENTAGES OF THE EXPERIMENTAL AND CONTROL GROUP RESPONDENTS FOR THE *LCEM* SURVEY QUESTION "MOST OLDER PEOPLE COULD CARE LESS ABOUT THE YOUNGER PEOPLE IN YOUR COMMUNITY."

TESTS	EXPERIMENTAL GROUP					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Pretest Row Percentage	3.8%	26.9%	26.9%	26.9%	15.4%	26
Posttest Row Percentage	3.8%	26.9%	19.2%	34.6%	15.4%	26

df = 4 x^2 = 0.58 TOTAL n = 52

TESTS	CONTROL GROUPS					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Pretest Row Percentage	6.9%	42.7%	22.8%	19.8%	7.8%	232
Posttest Row Percentage	10.3%	42.2%	22.0%	19.4%	6.0%	232

df = 4 x^2 = 2.15 TOTAL n = 464

* sig. at α = .05
** sig. at α = .01
*** sig. at α = .001

TABLE 15, "most older people could care less about the younger people in your community," was highly insignificant. The objective was taught in Unit 7, "The Generation Gap."

TABLE 16

PRETEST/POSTTEST ATTITUDINAL PERCENTAGES OF THE EXPERIMENTAL AND CONTROL GROUP RESPONDENTS FOR THE *LCEM* SURVEY QUESTION "YOUR COMMUNITY HAS A PERSONALITY ALL ITS OWN."

TESTS	EXPERIMENTAL GROUP					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Pretest Row Percentage	—	—	7.7%	73.1%	19.2%	26
Posttest Row Percentage	—	—	3.8%	57.7%	38.5%	26

df = 2 $x^2 = 2.47$ TOTAL n = 52

TESTS	CONTROL GROUPS					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Pretest Row Percentage	0.4%	6.0%	15.1%	58.6%	19.8%	232
Posttest Row Percentage	0.0%	3.0%	12.9%	66.8%	17.2%	232

df = 4 $x^2 = 5.38$ TOTAL n = 464

* sig. at $\alpha = .05$
** sig. at $\alpha = .01$
*** sig. at $\alpha = .001$

TABLE 16A

A COMPARISON OF PRETEST/POSTTEST ATTITUDINAL PERCENTAGES BETWEEN EXPERIMENTAL GROUP RESPONDENTS AND CONTROL GROUP RESPONDENTS FOR THE *LCEM* SURVEY QUESTION "YOUR COMMUNITY HAS A PERSONALITY ALL ITS OWN."

GROUP RESPONDENTS	PRETEST					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Experimental	0.0%	0.0%	7.4%	74.1%	18.5%	27
Control	0.4%	6.2%	14.5%	59.5%	19.4%	242

df = 4 $x^2 = 3.52$ TOTAL n = 269

GROUP RESPONDENTS	POSTTEST					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Experimental	—	0.0%	3.8%	57.7%	38.5%	26
Control	—	3.0%	12.9%	66.8%	17.2%	232

df = 3 $x^2 = 8.12^*$ TOTAL n = 258

* sig. at $\alpha = .05$
** sig. at $\alpha = .01$
*** sig. at $\alpha = .001$

"Your community has a personality all its own," TABLE 16, was statistically insignificant when the experimental group's pretest/posttest results were compared with the control groups' pretest/posttest results. Significance did occur at the .05 level of confidence, TABLE 16A, when the posttest results of the experimental group were statistically compared with the posttest results of the control groups. This was due in part to no respondents indicating 'strong disagreement' or 'disagreement' on their pretest and posttest, an increase of 20 percentage points on the "strongly agree" experimental group posttest attitude, and statistical consistency by the control groups on their pretest/posttest results.

TABLE 17

PRETEST/POSTTEST ATTITUDINAL PERCENTAGES OF THE EXPERIMENTAL AND CONTROL GROUP RESPONDENTS FOR THE *LCEM* SURVEY QUESTION "THE COMMUNITY AND THE SCHOOL MUST WORK TOGETHER IF BOTH ARE TO SURVIVE."

TESTS	EXPERIMENTAL GROUP					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Pretest Row Percentage	–	–	–	42.3%	57.7%	26
Posttest Row Percentage	–	–	–	26.9%	73.1%	26

df = 1 $x^2 = 0.76$ TOTAL n = 52

TESTS	CONTROL GROUPS					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Pretest Row Percentage	0.4%	2.2%	6.9%	60.6%	29.9%	232
Posttest Row Percentage	0.9%	2.6%	5.2%	62.9%	28.4%	232

df = 4 $x^2 = 1.19$ TOTAL n = 464

* sig. at $\alpha = .05$
** sig. at $\alpha = .01$
*** sig. at $\alpha = .001$

TABLE 17, "the community and the school must work together if both are to survive," was highly insignificant. It must be noted, however, that experimental group respondents were 100 percent in 'agreement' or 'strong agreement' on the pretest and 100 percent 'agreement' and 'strong agreement' on the posttest. The experimental group's posttest results on the "strongly agree" attitude increased 15.4 percentage points, while the control groups' corresponding attitudinal cell decreased from 29.9 percent to 28.4 percent. This objective was a part of Unit 4, "'Rural:' A Gestalt Approach."

TABLE 18

PRETEST/POSTTEST ATTITUDINAL PERCENTAGES OF THE EXPERIMENTAL AND CONTROL GROUP RESPONDENTS FOR THE *LCEM* SURVEY QUESTION "YOUR SCHOOLS' ADMINISTRATION AND FACULTY ARE SINCERELY INTERESTED IN BUILDING AND PROMOTING YOUR COMMUNITY."

TESTS	EXPERIMENTAL GROUP					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Pretest Row Percentage	—	3.8%	7.7%	57.7%	30.8%	26
Posttest Row Percentage	—	3.8%	3.8%	42.3%	50.0%	26

df = 3 $x^2 = 2.14$ TOTAL n = 52

TESTS	CONTROL GROUPS					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Pretest Row Percentage	4.3%	12.1%	26.3%	45.3%	12.1%	232
Posttest Row Percentage	4.7%	13.4%	32.3%	39.2%	10.3%	232

df = 4 $x^2 = 2.95$ TOTAL n = 464

* sig. at $\alpha = .05$
** sig. at $\alpha = .01$
*** sig. at $\alpha = .001$

TABLE 18, "your schools' administration and faculty are sincerely interested in building and promoting your community," was insignificant. The objective was taught as a part of Unit 5, "Individual Attitudes and Personalities in a Rural Community."

TABLE 19

PRETEST/POSTTEST ATTITUDINAL PERCENTAGES OF THE EXPERIMENTAL AND CONTROL GROUP RESPONDENTS FOR THE *LCEM* SURVEY QUESTION "IT IS IMPORTANT TO KNOW THE POWER OR ORGANIZATIONAL STRUCTURE OF A COMMUNITY IF AN INDIVIDUAL WANTS TO PROSPER IN THAT COMMUNITY."

TESTS	EXPERIMENTAL GROUP					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Pretest Row Percentage	–	–	19.2%	69.2%	11.5%	26
Posttest Row Percentage	–	–	11.5%	65.4%	23.1%	26

df = 2 x^2 = 1.53 TOTAL n = 52

TESTS	CONTROL GROUPS					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Pretest Row Percentage	1.3%	5.6%	22.4%	59.1%	11.6%	232
Posttest Row Percentage	0.4%	6.9%	27.2%	62.5%	3.0%	232

df = 4 x^2 = 14.35** TOTAL n = 464

* sig. at α = .05
** sig. at α = .01
*** sig. at α = .001

TABLE 19A

A COMPARISON OF PRETEST/POSTTEST ATTITUDINAL PERCENTAGES BETWEEN EXPERIMENTAL GROUP RESPONDENTS AND CONTROL GROUP RESPONDENTS FOR THE *LCEM* SURVEY QUESTION "IT IS IMPORTANT TO KNOW THE POWER OR ORGANIZATIONAL STRUCTURE OF A COMMUNITY IF AN INDIVIDUAL WANTS TO PROSPER IN THAT COMMUNITY."

GROUP RESPONDENTS	PRETEST					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Experimental	0.0%	0.0%	22.2%	66.7%	11.1%	27
Control	1.2%	5.4%	23.1%	58.7%	11.6%	242

df = 4 $x^2 = 2.06$ TOTAL n = 269

GROUP RESPONDENTS	POSTTEST					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Experimental	0.0%	0.0%	11.5%	65.4%	23.1%	26
Control	0.4%	6.9%	27.2%	62.5%	3.0%	232

df = 4 $x^2 = 22.84^{***}$ TOTAL n = 258

* sig. at $\alpha = .05$
** sig. at $\alpha = .01$
*** sig. at $\alpha = .001$

"It is important to know the power or organizational structure of a community if an individual wants to prosper in that community," TABLE 19, was significant at the .01 level of confidence for the control groups. When the posttest results of the experimental group were directly compared with the posttest results of the control groups, TABLE 19A, significance was found for the experimental group at the .001 level of confidence. No experimental group respondent attitudinally indicated 'strong disagreement' or 'disagreement' with the statement on either the pretest or the posttest, and "strongly agree" increased 12 percentage points on the posttest. The objective was taught in Unit 3, "Rural Economy and Rural Finance."

TABLE 20

PRETEST/POSTTEST ATTITUDINAL PERCENTAGES OF THE EXPERIMENTAL AND CONTROL GROUP RESPONDENTS FOR THE *LCEM* SURVEY QUESTION "IT IS IMPORTANT TO WORK WITHIN THE ORGANIZED SYSTEM OF A COMMUNITY IF ONE WANTS HIS COMMUNITY TO GROW."

TESTS	EXPERIMENTAL GROUP					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Pretest Row Percentage	—	3.8%	7.7%	73.1%	15.4%	26
Posttest Row Percentage	—	3.8%	0.0%	61.5%	34.6%	26

df = 3 $x^2 = 4.18$ TOTAL n = 52

TESTS	CONTROL GROUPS					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Pretest Row Percentage	0.0%	6.9%	19.5%	57.6%	16.0%	232
Posttest Row Percentage	0.4%	7.3%	14.7%	70.3%	7.3%	232

df = 4 $x^2 = 13.01^{**}$ TOTAL n = 464

* sig. at $\alpha = .05$
** sig. at $\alpha = .01$
*** sig. at $\alpha = .001$

TABLE 20A

A COMPARISON OF PRETEST/POSTTEST ATTITUDINAL PERCENTAGES BETWEEN EXPERIMENTAL GROUP RESPONDENTS AND CONTROL GROUP RESPONDENTS FOR THE *LCEM* SURVEY QUESTION "IT IS IMPORTANT TO WORK WITHIN THE ORGANIZED SYSTEM OF A COMMUNITY IF ONE WANTS HIS COMMUNITY TO GROW."

GROUP RESPONDENTS	PRETEST					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Experimental	—	3.7%	7.4%	74.1%	14.8%	27
Control	—	7.1%	19.5%	57.7%	15.8%	242

df = 3 $x^2 = 3.46$ TOTAL n = 269

GROUP RESPONDENTS	POSTTEST					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Experimental	0.0%	3.8%	0.0%	61.5%	34.6%	26
Control	0.4%	7.3%	14.7%	70.3%	7.3%	232

df = 4 $x^2 = 21.86^{***}$ TOTAL n = 258

* sig. at $\alpha = .05$
** sig. at $\alpha = .01$
*** sig. at $\alpha = .001$

TABLE 20, "it is important to work within the organized system of a community if one wants his community to grow," was statistically significant at the .01 level of confidence for the control groups. When the posttest results of the experimental group were directly compared with the posttest results of the control groups significance was found at the .001 level for the experimental group. This was due in part to no experimental group respondents attitudinally indicating 'strong disagreement' or "undecided" on the posttest; an increase of 19.8 percentage points on the posttest's "strongly agree" attitudinal cell; and a decrease of 8.5 percentage points on the control groups' "strongly agree" attitude. The objective was included in Unit 3, "Rural Economy and Rural Finance."

TABLE 21

PRETEST/POSTTEST ATTITUDINAL PERCENTAGES OF THE EXPERIMENTAL AND CONTROL GROUP RESPONDENTS FOR THE *LCEM* SURVEY QUESTION "IF A FEW INDIVIDUALS CONTROL THE ECONOMY OF A COMMUNITY THEY ARE, IN REALITY, THE REAL LEADERS OF THE COMMUNITY."

TESTS	EXPERIMENTAL GROUP					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Pretest Row Percentage	19.2%	19.2%	23.1%	30.8%	7.7%	26
Posttest Row Percentage	7.7%	26.9%	23.1%	38.5%	3.8%	26

df = 4 $x^2 = 2.17$ TOTAL n = 52

TESTS	CONTROL GROUPS					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Pretest Row Percentage	6.0%	23.7%	19.4%	43.1%	7.8%	232
Posttest Row Percentage	6.5%	24.6%	18.5%	44.0%	6.5%	232

df = 4 $x^2 = 0.41$ TOTAL n = 464

* sig. at $\alpha = .05$
** sig. at $\alpha = .01$
*** sig. at $\alpha = .001$

"If a few individuals control the economy of a community they are, in reality, the real leaders of the community," TABLE 21, was insignificant. This objective was taught in Unit 3, "Rural Economy and Rural Finance."

TABLE 22

PRETEST/POSTTEST ATTITUDINAL PERCENTAGES OF THE EXPERIMENTAL AND CONTROL GROUP RESPONDENTS FOR THE *LCEM* SURVEY QUESTION "IF THOSE WHO CONTROL THE ECONOMY OF A RURAL COMMUNITY REFUSE TO INVEST MONEY IN THE COMMUNITY TO FURTHER BUILD OR SUPPORT IT, THAT COMMUNITY WILL MORE THAN LIKELY DIE."

TESTS	EXPERIMENTAL GROUP					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Pretest Row Percentage	7.7%	3.8%	19.2%	42.3%	26.9%	26
Posttest Row Percentage	11.5%	7.7%	3.8%	46.2%	30.8%	26

df = 4 $x^2 = 3.31$ TOTAL n = 52

TESTS	CONTROL GROUPS					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Pretest Row Percentage	1.7%	8.6%	22.4%	56.9%	10.3%	232
Posttest Row Percentage	3.0%	11.6%	19.0%	55.6%	10.8%	232

df = 4 $x^2 = 2.58$ TOTAL n = 464

* sig. at $\alpha = .05$
** sig. at $\alpha = .01$
*** sig. at $\alpha = .001$

TABLE 22, "if those who control the economy of a rural community refuse to invest money in the community to further build or support it, that community will more than likely die," was statistically insignificant. This was, in part, due to the 'ceiling effect' employed by both groups on the pretest and posttest. A high percentage of experimental and control respondents indicated pretest/posttest "agree" and "strongly agree" attitudes. The objective was included in Unit 3, "Rural Economy and Rural Finance."

TABLE 23

PRETEST/POSTTEST ATTITUDINAL PERCENTAGES OF THE EXPERIMENTAL AND CONTROL GROUP RESPONDENTS FOR THE *LCEM* SURVEY QUESTION "THE ENTHUSIASM OR ATTITUDE OF A COMMUNITY'S CITIZENS DETERMINES WHETHER THE COMMUNITY WILL LIVE OR DIE."

TESTS	EXPERIMENTAL GROUP					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Pretest Row Percentage	—	—	11.5%	42.3%	46.2%	26
Posttest Row Percentage	—	—	0.0%	61.5%	38.5%	26

df = 2 $x^2 = 4.11$ TOTAL n = 52

TESTS	CONTROL GROUPS					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Pretest Row Percentage	0.9%	3.9%	13.9%	57.6%	23.8%	232
Posttest Row Percentage	0.0%	3.4%	8.2%	62.5%	25.9%	232

df = 4 $x^2 = 6.11$ TOTAL n = 464

* sig. at $\alpha = .05$
** sig. at $\alpha = .01$
*** sig. at $\alpha = .001$

TABLE 23, "the enthusiasm or attitude of a community's citizens determines whether the community will live or die," was insignificant. No experimental group respondents 'strongly disagreed' or 'disagreed' on the pretest, and 100 percent were in 'agreement' or 'strong agreement' on the posttest. This objective was a part of Unit 5, "Individual Attitudes and Personalities in a Rural Community."

TABLE 24

PRETEST/POSTTEST ATTITUDINAL PERCENTAGES OF THE EXPERIMENTAL AND CONTROL GROUP RESPONDENTS FOR THE *LCEM* SURVEY QUESTION "THE ATTITUDE OF THE CITIZENS IN MY COMMUNITY IS NOT VERY GOOD."

TESTS	EXPERIMENTAL GROUP					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Pretest Row Percentage	—	19.2%	34.6%	38.5%	7.7%	26
Posttest Row Percentage	—	3.8%	34.6%	53.8%	7.7%	26

df = 3 $x^2 = 3.33$ TOTAL n = 52

TESTS	CONTROL GROUPS					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Pretest Row Percentage	9.9%	39.7%	26.7%	20.3%	3.4%	232
Posttest Row Percentage	6.9%	41.8%	26.7%	19.8%	4.7%	232

df = 4 $x^2 = 1.87$ TOTAL n = 464

* sig. at $\alpha = .05$
** sig. at $\alpha = .01$
*** sig. at $\alpha = .001$

"The attitude of the citizens in my community is not very good," TABLE 24, was statistically insignificant. The objective was taught in Unit 5, "Individual Attitudes and Personalities in a Rural Community."

TABLE 25

PRETEST/POSTTEST ATTITUDINAL PERCENTAGES OF THE EXPERIMENTAL AND CONTROL GROUP RESPONDENTS FOR THE *LCEM* SURVEY QUESTION "THE ATTITUDE OF A COMMUNITY IS REFLECTED IN THE OVERALL ATTITUDE OF THE COMMUNITY'S STUDENTS"

TESTS	EXPERIMENTAL GROUP					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Pretest Row Percentage	0.0%	15.4%	15.4%	57.7%	11.5%	26
Posttest Row Percentage	3.8%	15.4%	30.8%	42.3%	7.7%	26

df = 4 $x^2 = 3.15$ TOTAL n = 52

TESTS	CONTROL GROUPS					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Pretest Row Percentage	1.3%	19.0%	23.3%	48.7%	7.8%	232
Posttest Row Percentage	0.4%	19.4%	19.8%	53.4%	6.9%	232

df = 4 $x^2 = 2.28$ TOTAL n = 464

* sig. at $\alpha = .05$
** sig. at $\alpha = .01$
*** sig. at $\alpha = .001$

"The attitude of a community is reflected in the overall attitude of the community's students," TABLE 25, was insignificant although a high percentage of experimental and control respondents 'agreed' or 'strongly agreed' on the pretest/posttest. The objective was included in Unit 5, "Individual Attitudes and Personalities in a Rural Community."

TABLE 26

PRETEST/POSTTEST ATTITUDINAL PERCENTAGES OF THE EXPERIMENTAL AND CONTROL GROUP RESPONDENTS FOR THE *LCEM* SURVEY QUESTION "THE ATTITUDE OF OUR COMMUNITY'S TEACHERS IS IMPORTANT IN BUILDING OUR COMMUNITY."

TESTS	EXPERIMENTAL GROUP					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Pretest Row Percentage	—	3.8%	7.7%	76.9%	11.5%	26
Posttest Row Percentage	—	0.0%	11.5%	76.9%	11.5%	26

df = 3 x^2 = 1.20 TOTAL n = 52

TESTS	CONTROL GROUPS					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Pretest Row Percentage	1.7%	12.1%	24.2%	52.8%	9.1%	232
Posttest Row Percentage	2.6%	9.9%	21.1%	60.8%	5.6%	232

df = 4 x^2 = 4.61 TOTAL n = 464

* sig. at α = .05
** sig. at α = .01
*** sig. at α = .001

TABLE 26, "the attitude of our community's teachers is important in building our community," was statistically insignificant although a high percentage of experimental and control respondents 'agreed' or 'strongly agreed' on the pretest/posttest. This objective was a part of Unit 5, "Individual Attitudes and Personalities in a Rural Community."

TABLE 27

PRETEST/POSTTEST ATTITUDINAL PERCENTAGES OF THE EXPERIMENTAL AND CONTROL GROUP RESPONDENTS FOR THE *LCEM* SURVEY QUESTION "THE ATTITUDE OF OUR COMMUNITY'S ADMINISTRATORS IS IMPORTANT IN BUILDING OUR COMMUNITY."

TESTS	EXPERIMENTAL GROUP					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Pretest Row Percentage	–	–	7.7%	76.9%	15.4%	26
Posttest Row Percentage	–	–	3.8%	65.4%	30.8%	26

df = 2 x^2 = 1.91 TOTAL n = 52

TESTS	CONTROL GROUPS					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Pretest Row Percentage	1.7%	4.3%	16.4%	65.9%	11.6%	232
Posttest Row Percentage	2.6%	6.5%	11.2%	69.4%	10.3%	232

df = 4 x^2 = 4.03 TOTAL n = 464

* sig. at α = .05
** sig. at α = .01
*** sig. at α = .001

TABLE 27A

A COMPARISON OF PRETEST/POSTTEST ATTITUDINAL PERCENTAGES BETWEEN EXPERIMENTAL GROUP RESPONDENTS AND CONTROL GROUP RESPONDENTS FOR THE *LCEM* SURVEY QUESTION "THE ATTITUDE OF OUR COMMUNITY'S ADMINISTRATORS IS IMPORTANT IN BUILDING OUR COMMUNITY."

GROUP RESPONDENTS	PRETEST					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Experimental	0.0%	0.0%	7.4%	77.8%	14.8%	27
Control	1.7%	4.1%	16.5%	66.1%	11.6%	242

df = 4 $x^2 = 3.56$ TOTAL n = 269

GROUP RESPONDENTS	POSTTEST					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Experimental	0.0%	0.0%	3.8%	65.4%	30.8%	26
Control	2.6%	6.5%	11.2%	69.4%	10.3%	232

df = 4 $x^2 = 11.48^*$ TOTAL n = 258

* sig. at $\alpha = .05$
** sig. at $\alpha = .01$
*** sig. at $\alpha = .001$

TABLE 27, "the attitude of our community's administrators is important in building our community," was insignificant. When the posttest results of the experimental group were compared with the posttest results of the control group, TABLE 27A, significance was found at the .05 level of confidence. Experimental respondents expressed no 'strong disagreement' or 'disagreement' on the pretest/posttest, and the "strongly agree' attitude increased 16 percentage points on the posttest. The objective was included in Unit 5, "Individual Attitudes and Personalities in a Rural Community."

TABLE 28

PRETEST/POSTTEST ATTITUDINAL PERCENTAGES OF THE EXPERIMENTAL AND CONTROL GROUP RESPONDENTS FOR THE *LCEM* SURVEY QUESTION "THE ATTITUDE YOU HAVE TOWARD THE FUTURE, SUCCESSFUL GROWTH OF YOUR SCHOOL AND YOUR COMMUNITY IS BASICALLY NEGATIVE."

TESTS	EXPERIMENTAL GROUP					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Pretest Row Percentage	23.1%	42.3%	11.5%	23.1%	0.0%	26
Posttest Row Percentage	23.1%	42.3%	19.2%	7.7%	7.7%	26

df = 4 $x^2 = 4.50$ TOTAL n = 52

TESTS	CONTROL GROUPS					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Pretest Row Percentage	25.9%	39.2%	19.4%	11.6%	3.9%	232
Posttest Row Percentage	22.4%	46.6%	13.8%	13.4%	3.9%	232

df = 4 $x^2 = 4.49$ TOTAL n = 464

* sig. at $\alpha = .05$
** sig. at $\alpha = .01$
*** sig. at $\alpha = .001$

TABLE 28, "the attitude you have toward the future, successful growth of your school and your community is basically negative," was statistically insignificant although 84.6 percent of the experimental group respondents 'strongly disagreed,' 'disagreed,' or were "undecided." The objective was taught in Unit 5, "individual Attitudes and Personalities in a Rural Community."

TABLE 29

PRETEST/POSTTEST ATTITUDINAL PERCENTAGES OF THE EXPERIMENTAL AND CONTROL GROUP RESPONDENTS FOR THE *LCEM* SURVEY QUESTION "YOUR COMMUNITY HAS A UNIQUE HISTORY."

TESTS	EXPERIMENTAL GROUP					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Pretest Row Percentage	—	7.7%	38.5%	53.8%	0.0%	26
Posttest Row Percentage	—	0.0%	11.5%	65.4%	23.1%	26

df = 3 $x^2 = 12.06^{**}$ TOTAL n = 52

TESTS	CONTROL GROUPS					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Pretest Row Percentage	3.9%	14.7%	45.3%	28.4%	7.8%	232
Posttest Row Percentage	3.0%	9.9%	38.8%	39.7%	8.6%	232

df = 4 $x^2 = 7.91$ TOTAL n = 464

* sig. at $\alpha = .05$
** sig. at $\alpha = .01$
*** sig. at $\alpha = .001$

"Your community has a unique history," TABLE 29, was statistically significant at the .01 level of confidence. The objective was a part of Unit 1, "Specific Local Emphasis."

TABLE 30

PRETEST/POSTTEST ATTITUDINAL PERCENTAGES OF THE EXPERIMENTAL AND CONTROL GROUP RESPONDENTS FOR THE *LCEM* SURVEY QUESTION "IT IS IMPORTANT FOR YOU TO STUDY THE HISTORY OF YOUR COMMUNITY."

TESTS	EXPERIMENTAL GROUP					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Pretest Row Percentage	—	11.5%	34.6%	53.8%	0.0%	26
Posttest Row Percentage	—	0.0%	19.2%	38.5%	42.3%	26

df = 3 $x^2 = 15.81^{***}$ TOTAL n = 52

TESTS	CONTROL GROUPS					n
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Pretest Row Percentage	9.5%	25.0%	31.5%	31.5%	2.6%	232
Posttest Row Percentage	9.1%	19.8%	34.1%	31.9%	5.2%	232

df = 4 $x^2 = 3.65$ TOTAL n = 464

* sig. at $\alpha = .05$
** sig. at $\alpha = .01$
*** sig. at $\alpha = .001$

TABLE 30, "it is important for you to study the history of your community," was statistically significant at the .001 level of confidence. This objective was taught in Unit 1, "Specific Local Emphasis."

CONCLUSIONS AND RECOMMENDATIONS

Objective 1 of the study's Program Evaluation and Review Techniques (PERT), "to assist students in acquiring a general knowledge of local history, and the realization of 'rural' philosophies which serve as the basis for 'localized' social/economic conditions," was successfully accomplished. The "criteria for success" was determined by a passing mark on objective examinations distributed in the fall and the spring by the instructor of "Lessons in Rural."

Objective 2 of the study's PERT, "to have students develop and acquire an awareness of local career opportunities," was successfully accomplished. The "criteria for success" was completion of two local occupational experiences, fall/spring, and positive resource personnel reports which included a passing grade for the individual student.

Objective 3 of the study's PERT, "to assess student attitudes toward local career occupations, the local community and education in general," was successfully accomplished with 16 of the 30 objectives/attitudes which were specifically taught in the seven units entitled "Lessons in Rural." The "criteria for success" was a statistically significant increase in posttest attitudes by experimental group respondents. This increase was noted at various levels of confidence for the following objectives:

At the .001 level of confidence —

1) The community in which you live and in which you attend school is rural.
2) Rural people are discriminated against by people in big cities.
3) Rural people are discriminated against by those who make the laws.
4) Rural people are a minority.
5) You will *not* leave your community after you graduate from high school. ("Not" was added to express the statement positively). Statistical treatment of the responses were 'recoded' so that 1=5, 2=4, 4=2, 5=1, and 3 remained "undecided."
6) It is important to know the power or organizational structure of a community if an individual wants to prosper in that community.
7) It is important to work within the organized system of a community if one wants his community to grow.
8) It is important for you to study the history of your community.

At the .01 level of confidence —

1) All rural communities are *not* basically the same. ("Not" was added to express the statement positively). Statistical treatment of the responses were 'recoded' so that 1=5, 2=4, 4=2, 5=1, and 3 remained "undecided".
2) All city communities are basically the same.
3) Your community has a unique history.

At the .05 level of confidence —

1) A big city *does not* provide its students with a much better education than a small rural school. ("Does not" was added to express the statement positively). Statistical treatment of the responses were 'recoded' so that 1=5, 2=4, 4=2, 5=1, and 3 remained "undecided."
2) Your community offers opportunities for young people. ("No" was eliminated from the statement in order that it might be expressed positively). Statistical treatment of the responses were 'recoded' so that 1=5, 2=4, 4=2, 5=1, and 3 remained "undecided."
3) There is a future for you in your community.
4) Your community has a personality all its own.
5) The attitude of our community's administrators is important in building our community.

Objective 4 of the study's PERT, "to assess attitudes of control group students, located within similar-sized districts, toward local career occupations and their own local communities," was successfully accomplished. "Criteria for success" was no statistical significance between fall attitudes and spring attitudes of the control groups. Although the control groups' attitudes increased significantly on four posttest statements and the experimental group's did not,

1) Rural people are discriminated against by people in big cities —
2) You (will not) leave your community after you graduate from high school —
3) It is important to know the power or organizational structure of a community if an individual wants to prosper in that community - and,
4) It is important to work within the organized system of a community if one wants his community to grow —

when the experimental group's posttests were directly compared with the control groups' posttests the experimental group displayed a statistically significant attitudinal increase. As previously cited and explained, this was largely due to a 'ceiling effect' whereby experimental respondents expressed a high degree of 'agreement' and 'strong agreement' on the pretest and therefore had very little opportunity for expressing a higher, positive attitude on their posttest.

It is safe to conclude that senior students can successfully be taught a general knowledge of local history, and the realization of 'rural' philosophies which serve as the basis for 'localized' social/

economic conditions; they can successfully develop an awareness of local career opportunities; and they can successfully and significantly increase their attitudes toward local career occupations, the local community, and education in general.

Recommendations

It is strongly recommended that the *Toward Community Growth* study be continued longitudinally. Senior students, experimental and control, should be attitudinally tested on an annual basis for a period of four to five years following their final year of secondary school. This would provide the program a greater period of time to succeed with its intention of community growth and increased positive attitudes toward 'rural.'

It is strongly recommended that the actual work experience of the students be increased from two weeks each semester to three or four weeks. This would allow students a greater degree of actual work-related experiences on an expanded, day-to-day routine and basis. It is also recommended that junior students be introduced to the "Lessons in Rural" units, and be permitted one week of work experience each semester.

It is strongly recommended that the allowed teaching time for "Lessons in Rural" be increased from two weeks a semester to three or four weeks a semester. This would hopefully increase experimental group attitudes in the following areas which failed to display statistical significance on the study's posttest:

1) Education is really important for a life-time job in my community. ("Not" was eliminated from the statement in order that it might be expressed positively.)
2) City people (do not) have more culture than rural people. ("Do not" has been added in order to express the intent of the objective.)
3) There is (not) more of a future in the city than in rural areas. ("Not" has been added in order to express the intent of the objective.)
4) The older people in your community, ages 50 on up, are concerned about building the community for future generations.
5) Most older people could care less about the younger people in your community.
6) The community and the school must work together if both are to survive.
7) Your schools' administration and faculty are sincerely interested in building and promoting your community.
8) If a few individuals control the economy of a community they are, in reality, the real leaders of the community.
9) If those who control the economy of a rural community refuse to invest money in the community to further build or support it, that community will more than likely die.
10) The enthusiasm or attitude of a community's citizens determines whether the community will live or die.
11) The attitude of the citizens in my community is very good. ("Not" was eliminated from the statement in order that it might be expressed positively.)
12) The attitude of a community is reflected in the overall attitude of the community's students.
13) The attitude of our community's teachers is important in building our community.
14) The attitude you have toward the future, successful growth of your school and your community is *not* basically negative. ("Not" has been added in order to express the intent of the objective.)

APPENDIX A
LCEM Attitudinal Survey

DATE _____
SEX: M F
AGE _____

CONTROL GROUP: A B C D E F
EXPERIMENTAL GROUP: A
YEAR IN SCHOOL: 9 10 11 12

DIRECTIONS: There are fifty-nine statements in this attitudinal survey. Please provide a response for each statement by circling the number which represents your attitude toward the statement. One of the five numbers must be circled for each attitudinal response. You may *Strongly Disagree* with a statement; you may *Disagree;* you may be *Undecided;* you may *Agree* with the statement; or you may *Strongly Agree.* Please circle the number representing your attitude: i.e., 1 - Strongly Disagree; 2 - Disagree; 3 -Undecided; 4 - Agree; and 5 - Strongly Agree. Please take your time and consider each statement carefully before you circle the number which represents your attitude toward the statement. Be honest with your responses. This survey will remain individually anonymous. Only your school's control group letter will be recorded.

Strongly Disagree: 1
Disagree: 2
Undecided: 3
Agree: 4
Strongly Agree: 5

1) Formal Education is a worthwhile experience.
   1 2 3 4 5

2) Informal education is a worthwhile experience.
   1 2 3 4 5

3) All high school students should receive an education which would prepare them for a four-year college and ultimately a Baccalaureate, (B.A./B.S.), degree.
   1 2 3 4 5

4) Some high school students should receive an education which would prepare them for a four-year college and ultimately a B.A./B.S. degree.
   1 2 3 4 5

5) High school students should not receive an education which would prepare them for a four-year college and ultimately a B.A./B.S. degree.
   1 2 3 4 5

6) Schools should offer high school students more vocational/technical courses than are currently being offered.
   1 2 3 4 5

7) All education is a worthwhile experience.
   1 2 3 4 5

8) Education, kindergarten through twelfth grade, should teach students how to make money.
   1 2 3 4 5

9) Education, kindergarten through twelfth grade, should prepare students to be happy in their chosen professions.
   1 2 3 4 5

10) Once an individual chooses a job following his/her formal education, that individual should stick with the job he/she chose even if they are not really happy in their work.
   1 2 3 4 5

11) Happiness in a job means that you're making a lot of money.
   1 2 3 4 5

12) People can learn more from practical experience than they can from a textbook.
   1 2 3 4 5

13) Schools should not use textbooks to teach students.
   1 2 3 4 5

14) All high school subjects are important.
   1 2 3 4 5

15) All high school subjects are important if you want to get a job, make money, and be happy.
   1 2 3 4 5

16) English, as a subject, is important if an individual wants to have a good job someday.
   1 2 3 4 5

17) Education is not really important for a life-time job in my community.
   1 2 3 4 5

18) Math, as a subject, is important if an individual wants to have a good job someday.
   1 2 3 4 5

19) Career Education is another way of saying, "preparing for a life-time job."
1 2 3 4 5

20) Career Education is really vocational training.
1 2 3 4 5

21) Foreign language, as a subject, is important if a person wants to have a good job someday.
1 2 3 4 5

22) Social Studies, as a subject, is important if a person wants to have a good job someday.
1 2 3 4 5

23) Career Education is all the courses a student takes in high school.
1 2 3 4 5

24) Career Education belongs in the elementary grades.
1 2 3 4 5

25) Career Education belongs in the middle or junior high school.
1 2 3 4 5

26) Career Education belongs in the high school.
1 2 3 4 5

27) A big city school provides its students with a much better education than a small rural school.
1 2 3 4 5

28) The community in which you live and in which you attend school is rural.
1 2 3 4 5

29) Rural people are discriminated against by people [illegible] cities.
1 2 3 4 5

30) Rural people are discriminated against by those who make the laws.
1 2 3 4 5

31) Rural people are a minority.
1 2 3 4 5

32) City people have more culture than rural people.
1 2 3 4 5

33) All rural communities are basically the same.
1 2 3 4 5

34) All city communities are basically the same.
1 2 3 4 5

35) There is more of a future in the city than in rural areas.
1 2 3 4 5

36) You will leave your community after you graduate from high school.
1 2 3 4 5

37) Your community offers no opportunities for young people.
1 2 3 4 5

38) There is a future for you in your community.
1 2 3 4 5

39) The older people in your community, ages 50 on up, are concerned about building the community for future generations.
1 2 3 4 5

40) Most older people could care less about the younger people in your community.
1 2 3 4 5

41) It is more important to be happy in one's work than to make lots of money.
1 2 3 4 5

42) Juniors/seniors in high school are mature enough to make decisions concerning their life work.
1 2 3 4 5

43) Your community has a personality all its own.
1 2 3 4 5

44) More course offerings mean a better education.
1 2 3 4 5

45) The community and the school must work together if both are to survive.
1 2 3 4 5

46) Your schools' administration and faculty are sincerely interested in building and promoting your community.
1 2 3 4 5

47) It is important to know the power or organizational structure of a community if an individual wants to prosper in that community.
1 2 3 4 5

48) It is important to work within the organized system of a community if one wants his community to grow.
1 2 3 4 5

49) If a few individuals control the economy of a community they are, in reality, the real leaders of the community.
1 2 3 4 5

50) If those who control the economy of a rural community refuse to invest money in the community to further build or support it, that community will more than likely die.
1 2 3 4 5

51) The enthusiasm or attitude of a community's citizens determines whether the community will live or die.
1 2 3 4 5

52) The attitude of the citizens in my community is not very good.
1 2 3 4 5

53) The attitude of a community is reflected in the overall attitude of the community's students.
1 2 3 4 5

54) The attitude of our community's teachers is important in building our community.
1 2 3 4 5

55) The attitude of our community's administrators is important in building our community.
1 2 3 4 5

56) A student generally reflects the attitude of her/his parents.
1 2 3 4 5

57) The attitude you have toward the future, successful growth of your school and your community is basically negative.
1 2 3 4 5

58) Your community has a unique history.
1 2 3 4 5

59) It is important for you to study the history of your community.
1 2 3 4 5

APPENDIX B
Toward Community Growth:
Course Syllabus

TOWARD COMMUNITY GROWTH — A RURAL CAREER EDUCATION MODEL
(September 18, 1978 - April 27, 1979)

A general outline and classroom syllabus designating the following: 1) *Units* to be taught; 2) *teaching objectives* to be reached and the teaching objectives *corresponding attitudinal survey question number(s);* and, 3) *instructional methods* utilized for reaching the teaching objective(s) and the synonomous, corresponding attitudinal survey question number(s).

1. Unit 1: "Specific Local Emphasis"
   2. Teaching objective(s); corresponding attitudinal survey question number(s):
      a. Lohrville history; (question #58)
      b. The importance of studying Lohrville history; (question #59)
   3. Instructional methods
      a. Sound filmstrip, "Town Builders"
      b. Mimeographed handout summarizing Vivian Padget Cole's book on Lohrville, *Happiness Was My Universe*
      c. Lecture and in-class discussion

1. Unit 2: "Rural Living and Rural Life Styles: A Psychological Approach"
   2. Teaching objective(s); corresponding attitudinal survey question number(s):
      a. The importance of educating for a lifetime job in Lohrville; (question #17)
      b. The difference between rural communities; (question #33)
      c. Seeking a future career in the local community; (questions #36,37,38)
   3. Instructional methods
      a. Career exploration transparencies - 12
      b. Sound filmstrip, "From Many Roots"
      c. Sound filmstrip, "Listen to the Land"
      d. Lecture and in-class discussion

1. Unit 3: "Rural Economy and Rural Finance"
   2. Teaching objective(s); corresponding attitudinal survey question number(s):
      a. The power and organizational structure of the local community; (questions #47, 48, 49, 50)
   3. Instructional methods
      a. Basic economics transparencies - 12
      b. Lecture and in-class discussion

1. Unit 4: "'Rural:' A Gestalt Approach"
   2. Teaching objective(s); corresponding attitudinal survey question number(s):
      a. A knowledge of the nomothetic and idiographic dimensions which produce a productive and liveable 'climate;' (question #28)
      b. 'Rural' as a 'minority' way of life; (question #31)
      c. The personality of the local community; (question #43)
      d. The necessity of school and community working together; (question #45)
   3. Instructional methods
      a. Lecture and in-class discussion
         1. Comparisons of communities in the local area
      b. In-class discussion of student occupational experiences

1. Unit 5: "Individual Attitudes and Personalities in a Rural Community"
   2. Teaching objective(s); corresponding attitudinal survey question number(s):
      a. The importance of 'positive' schoolhouse, community, and student body attitudes in the building of a community; (questions #46, 51, 52, 53, 54, 55, 57)
   3. Instructional methods
      a. Sound filmstrip, "Everyday Heroes"
      b. Living in a community transparencies - 11
      c. Lecture and in-class discussion

1. Unit 6: "Careers: City vs. Rural"
   2. Teaching objective(s); corresponding attitudinal survey question number(s):
      a. An equal or better education is provided by a 'rural' school: (question #27)
      b. A definition of rural; (question #28)
      c. Discrimination, past and present, of the rural minority; (questions #29, 30)
      d. Rural culture; (question #32)
      e. The synonomous cities; (questions #34, 35)
   3. Instructional methods
      a. The cities transparencies - 12
      b. Sound filmstrip, "The Urban Frontier"
      c. Lecture and in-class discussion

1. Unit 7: "The Generation Gap"
   2. Teaching objective(s); corresponding attitudinal survey question number(s):
      a. The role of the senior citizen in the growth of a rural community; (questions #39, 40)

APPENDIX C
Self-Identified Occupational Interests
Kuder DD OIS Results

NAME _____ DATE _____

CAREER EDUCATION: Self-Identified Occupational Interests and Kuder DD OIS Results

A. Self-Identified	Kuder
1) _____	1) _____
2) _____	2) _____
3) _____	3) _____
4) _____	4) _____
5) _____	5) _____

B. Things I like about my community - (short essay):

C. Things I do not like about my community - (short essay):

APPENDIX D
Activities/Objectives for Senior Students

ACTIVITIES/OBJECTIVES SHEET
SUBJECT AREA: PUBLIC SERVICE (MATHEMATICS TEACHER)

DEPARTMENT: Social Sciences
CLASS: Toward Community Growth
INSTRUCTOR: Dr. Baskerville/RP
GRADE LEVEL(S): 12
NO. OF STUDENTS: 1
TIME ALLOTMENT: 4 weeks

TEACHING OBJECTIVE: To develop an awareness of the 'Gestalt' of Rural Lifestyle vs. Urban
CAREER EDUCATION OBJECTIVE: To experience the lifestyle/occupation of a rural educator
"BACK TO BASICS" OBJECTIVE: To exhibit a well-written compendium of agrarian knowledge on the final essay examination

"FACILITATION" ORIENTATION OUTLINE

1) Formal Educational Experience(s)
   A 2-week LCEM class integrated into the Am. Gov't class; sound filmstrips, transparencies, lecture, discussion concerning the Gestalt of rural occu.
2) Informal Educational Experience(s)
   A 2-week, day-by-day experience with a professional math educator: conducting math classes, correcting homework, administering tests.
3) Social Environment
   Daily social relationship with Mr. Malvern Huseman, Resource Person, faculty, administrators, and students.
4) Physical Environment
   Lohrville Community School located in Lohrville, Iowa, and more specifically, the mathematics and computer room.

"PATHWAY" STRATEGY

1) Exploration
   Utilization of the Iowa Car. Ed. Model & LCEM; in jr. year admin. KUDER OIS; elicit ranked, occu. pref. from student, then counsel with Dir. & Counselor.
2) Acquisition
   Instruct the student during the 2-week, integrated Career Ed. class on rural occupations, rural economy, rural lifestyles, the psychology of rural living, rural demography, culture, customs & occu. survival.
3) Development
   To be accomplished through the initial meeting of student/resource person at an evening get-acquainted session; and, through the instructional tech./respon. of resource per.
4) Application
   To be accomplished through the day-to-day routine and consequential learning process contained within the 2-week occupational experience.

"COMMUNITY" LEVELS: A) TARGETED B) INVOLVED

A) Local

B) Local

EVALUATION OF OBJECTIVE(S) AS MET IN THIS ACTIVITY AND METHOD OF EVALUATION:

Teaching: The objective was evaluated as being accomplished through individually-initiated conversations with the stud. in class, and through successful final 'A' exam.
Career Ed.: Mr. Malvern Huseman, Resource Per., eval. obj. as successful through final RPR, a grade of 'A', and the student's submission of a positive final report.
Back to Basics: The objective was evaluated as being successfully accomplished through the evidence exhibited in a well-written, final essay examination.

ACTIVITIES/OBJECTIVES SHEET
SUBJECT AREA: OFFICE OCCUPATIONS

DEPARTMENT: Social Sciences
CLASS: Toward Community Growth
INSTRUCTOR: Dr. Baskerville/RP
GRADE LEVEL(S): 12
NO. OF STUDENTS: 1
TIME ALLOTMENT: 4 weeks

TEACHING OBJECTIVE: To develop an awareness of the 'Gestalt' of Rural Lifestyle vs. Urban
CAREER EDUCATION OBJECTIVE: To experience the lifestyle/occupation of a rural secretary
"BACK TO BASICS" OBJECTIVE: To exhibit a well-written compendium of agrarian knowledge on the final essay examination

"FACILITATION" ORIENTATION OUTLINE

1) Formal Educational Experience(s)
A 2-week LCEM class integrated into the Am. Gov't class; sound filmstrips, transparencies, lecture, discussion concerning the Gestalt of rural occu.
2) Informal Educational Experience(s)
A 2-week, day-by-day occupational experience with a local fertilizer plant: making out invoices, typing, and spreading fertilizer.
3) Social Environment
Daily social relationship with manager Vern Hammitt, secretary, other employees and public.
4) Physical Environment
An office located in a fertilizer plant located in the southeast part of Lohrville.

"PATHWAY" STRATEGY

1) Exploration
Utilization of the Iowa Car. Ed. Model & LCEM; in jr. year admin. KUDER OIS; elicit ranked, occu. pref. from student. then counsel with Dir. & Counselor.
2) Acquisition
Instruct the student during the 2-week, integrated Career Ed. class on rural occupations, rural economy, rural lifestyles, the psychology of rural living, rural demography, culture, customs & occu. survival.
3) Development
To be accomplished through the initial meeting of student/resource person at an evening get-acquainted session; and, through the instructional tech./respon. of resource per.
4) Application
To be accomplished through the day-to-day routine and consequential learning process contained within the 2-week occupational experience.

"COMMUNITY" LEVELS: A) TARGETED B) INVOLVED

A) Local

B) Local

EVALUATION OF OBJECTIVE(S) AS MET IN THIS ACTIVITY AND METHOD OF EVALUATION:

Teaching: The objective was evaluated as being accomplished through individually-initiated conversations with the stud. in class, and through final 'B' exam.
Career Ed.: Mr. Vern Hammitt, Resource Per., eval. obj. through final RPR, a grade of 'A', and the student's submission of a positive final report.
Back to Basics: The objective was evaluated as being successfully accomplished through the evidence exhibited in a well-written, final essay examination.

ACTIVITIES/OBJECTIVES SHEET
SUBJECT AREA: PUBLIC SERVICE (T.V. REPAIR)

DEPARTMENT: Social Sciences
CLASS: Toward Community Growth
INSTRUCTOR: Dr. Baskerville/RP
GRADE LEVEL(S): 12
NO. OF STUDENTS: 1
TIME ALLOTMENT: 4 weeks

TEACHING OBJECTIVE: To develop an awareness of the 'Gestalt' of Rural Lifestyle vs. Urban
CAREER EDUCATION OBJECTIVE: To experience the lifestyle/occupation of a small T.V. repair shop
"BACK TO BASICS" OBJECTIVE: To exhibit a well-written compendium of agrarian knowledge on the final essay examination

"FACILITATION" ORIENTATION OUTLINE

1) Formal Educational Experience(s)
   A 2-week LCEM class integrated into the Am. Gov't class; sound filmstrips, transparencies, lecture, discussion concerning the Gestalt of rural occu.
2) Informal Educational Experience(s)
   A 2-week, day-to-day occupational experience with a local T.V. repairman: fixed T.V.'s, radios, stereos, and other "sound" items; made house calls for antenna repair.
3) Social Environment
   Daily social relationship with Mr. Earl Davis, Resource person; various downtown businessmen and customers.
4) Physical Environment
   A small office on main street of Lohrville with repair shop in back and merchandise in front of store.

"PATHWAY" STRATEGY

1) Exploration
   Utilization of the Iowa Car. Ed. Model & LCEM; in jr. year admin. KUDER OIS; elicit ranked, occu. pref. from student, then counsel with Dir. & Counselor.
2) Acquisition
   Instruct the student during the 2-week, integrated Career Ed. class on rural occupations, rural economy, rural lifestyles, the psychology of rural living, rural demography, culture, customs & occu. survival.
3) Development
   To be accomplished through the initial meeting of student/resource person at an evening get-acquainted session; and, through the instructional tech./respon. of resource per.
4) Application
   To be accomplished through the day-to-day routine and consequential learning process contained within the 2-week occupational experience.

"COMMUNITY" LEVELS: A) TARGETED B) INVOLVED

A) Local

B) Local

EVALUATION OF OBJECTIVE(S) AS MET IN THIS ACTIVITY AND METHOD OF EVALUATION:

Teaching: The objective was evaluated as being accomplished through individually-initiated conversations with the stud. in class, and through successful final 'A' exam.
Career Ed.: Mr. Earl Davis, Resource Per., eval. obj. as successful through RPR, a grade of 'A-', and the student's submission of a positive final report.
Back to basics: The objective was evaluated as being successfully accomplished through the evidence exhibited in a well-written, final essay examination.

ACTIVITIES/OBJECTIVES SHEET
SUBJECT AREA: OFFICE OCCUPATIONS

DEPARTMENT: Social Sciences
CLASS: Toward Community Growth
INSTRUCTOR: Dr. Baskerville/RP
GRADE LEVEL(S): 12
NO. OF STUDENTS: 1
TIME ALLOTMENT: 4 weeks

TEACHING OBJECTIVE: To develop an awareness of the 'Gestalt' of Rural Lifestyle vs. Urban
CAREER EDUCATION OBJECTIVE: To experience the lifestyle/occupation of a rural factory secretary
"BACK TO BASICS" OBJECTIVE: To exhibit a well-written compendium of agrarian knowledge on the final essay examination

"FACILITATION" ORIENTATION OUTLINE

1) Formal Educational Experience(s)
A 2-week LCEM class integrated into the Am. Gov't class; sound filmstrips, transparencies, lecture, discussion concerning the Gestalt of rural occu.
2) Informal Educational Experience(s)
A 2-week, day-by-day occupational experience in a local office: typed letters, filed, stamped cards and did bookkeeping.
3) Social Environment
Daily social relationship with Mrs. Gerry Hendricks, Resource Person and other office help.
4) Physical Environment
An office located on the north side of Lohrville; modern office equipment, machines and furniture, paper cutter.

"PATHWAY" STRATEGY

1) Exploration
Utilization of the Iowa Car. Ed. Model & LCEM; in jr. year admin. KUDER OIS; elicit ranked, occu. pref. from student, then counsel with Dir. & Counselor.
2) Acquisition
Instruct the student during the 2-week, integrated Career Ed. class on rural, occupations, rural economy, rural lifestyles, the psychology of rural living, rural demography, culture, customs & occu. survival.
3) Development
To be accomplished through the initial meeting of student/resource person at an evening get-acquainted session; and, through the instructional tech./respon. of resource per.
4) Application
To be accomplished through the day-to-day routine and consequential learning process contained within the 2-week occupational experience.

"COMMUNITY" LEVELS: A) TARGETED B) INVOLVED

A) Local

B) Local

EVALUATION OF OBJECTIVE(S) AS MET IN THIS ACTIVITY AND METHOD OF EVALUATION:

Teaching: The objective was evaluated as being accomplished through individually initiated conversations with the stud. in class, and through successful final 'A+' exam.
Career Ed.: Mrs. Gerry Hendricks, Resource Per., eval. obj. as successful through RPR, a grade of 'B', and the student's submission of a positive final report.
Back to Basics: The objective was evaluated as being successfully accomplished through the evidence exhibited in a well-written, final essay examination.

ACTIVITIES/OBJECTIVES SHEET
SUBJECT AREA: PUBLIC SERVICE (LAW ENFORCEMENT)

DEPARTMENT: Social Sciences
CLASS: Toward Community Growth
INSTRUCTOR: Dr. Baskerville/RP
GRADE LEVEL(S): 12
NO. OF STUDENTS: 1
TIME ALLOTMENT: 4 weeks

TEACHING OBJECTIVE: To develop an awareness of the 'Gestalt' of Rural Lifestyle vs. Urban
CAREER EDUCATION OBJECTIVE: To experience the lifestyle/occupation of small town law enforcement
"BACK To BASICS" OBJECTIVE: To exhibit a well-written compendium of agrarian knowledge on the final essay examination

"FACILITATION" ORIENTATION OUTLINE

1) Formal Educational Experience(s)
   A 2-week LCEM class integrated into the Am. Gov't class; sound filmstrips, transparencies, lecture, discussion concerning the Gestalt of rural occu.
2) Informal Educational Experience(s)
   A 2-week, day-by-day occupational experience with the local law enforcement official, which involved nightly patrol of Lohrville.
3) Social Environment
   Daily social relationship with Mr. Terry Armfield, Resource Person, and with various individuals from within the community.
4) Physical Environment
   A police squad car which was involved in nightly patrols of Lohrville and the surrounding area.

"PATHWAY" STRATEGY

1) Exploration
   Utilization of the Iowa Car. Ed. Model & LCEM; in jr. year admin. KUDER OIS; elicit ranked, occu. pref. from student, then counsel with Dir. & Counselor.
2) Acquisition
   Instruct the student during the 2-week, integrated Career Ed. class on rural occupations, rural economy, rural lifestyles, the psychology of rural living, rural demography, culture, customs & occu. survival.
3) Development
   To be accomplished through the initial meeting of student/resource person at an evening get-acquainted session; and, through the instructional tech./respon. of resource per.
4) Application
   To be accomplished through the day-to-day routine and consequential learning process contained within the 2-week occupational experience.

"COMMUNITY" LEVELS: A) TARGETED B) INVOLVED

A) Local

B) Local

EVALUATION OF OBJECTIVE(S) AS MET IN THIS ACTIVITY AND METHOD OF EVALUATION:

Teaching: The objective was evaluated as being accomplished through individually-initiated conversations with the stud. in class, and through final 'C-' exam.
Career Ed.: Mr. Terry Armfield, Resource Per., eval. obj. through final RPR, a grade of 'C', and the student's submission of a positive final report.
Back to Basics: The objective was evaluated as being accomplished through the evidence exhibited in a well-written, final essay examination.

ACTIVITIES/OBJECTIVES SHEET
SUBJECT AREA: PUBLIC SERVICE (PLUMBING)

DEPARTMENT: Social Sciences
CLASS: Toward Community Growth
INSTRUCTOR: Dr. Baskerville/RP
GRADE LEVEL(S): 12
NO. OF STUDENTS: 2
TIME ALLOTMENT: 4 weeks

TEACHING OBJECTIVE: To develop an awareness of the 'Gestalt' of Rural Lifestyle vs. Urban
CAREER EDUCATION OBJECTIVE: To experience the lifestyle/occupation of the local plumber
"BACK TO BASICS" OBJECTIVE: To exhibit a well-written compendium of agrarian knowledge on the final essay examination

"FACILITATION" ORIENTATION OUTLINE

1) Formal Educational Experience(s)
   A 2-week LCEM class integrated into the Am. Gov't class; sound filmstrips, transparencies, lecture, discussion concerning the Gestalt of rural occu.
2) Informal Educational Experience(s)
   A 2-week, day-by-day experience with the local plumbing crew: usual plumbing problems such as pipes and fittings for school boilers and radiators.
3) Social Environment
   Daily social relationship with Howard & Marge Headly, Larry Headly and other workers, as well as the many customers that were serviced.
4) Physical Environment
   Plumbing and hardware store on mainstreet in Lohrville. Most of the time was spent out of the store on jobs.

"PATHWAY" STRATEGY

1) Exploration
   Utilization of the Iowa Car. Ed. Model & LCEM; in jr. year admin. KUDER OIS; elicit ranked, occu. pref. from student, then counsel with Dir. & Counselor.
2) Acquisition
   Instruct the student during the 2-week, integrated Career Ed. class on rural occupations, rural economy, rural lifestyles, the psychology of rural living, rural demography, culture, customs & occu. survival.
3) Development
   To be accomplished through the initial meeting of student/resource person at an evening get-acquainted session; and, through the instructional tech/respon. of resource per.
4) Application
   To be accomplished through the day-to-day routine and consequential learning process contained within the 2-week occupational experience.

"COMMUNITY" LEVELS: A) TARGETED B) INVOLVED

A) Local

B) Local

EVALUATION OF OBJECTIVE(S) AS MET IN THIS ACTIVITY AND METHOD OF EVALUATION:

Teaching: The objective was evaluated as being accomplished through individually-initiated conversations with the stud. in class, and through final 'A' & 'C-' exam.
Career Ed.: Mr. Howard Headley, Resource Per., eval. obj. through final RPR, a grade of 'A' & 'B', the student's submission of a positive final report.
Back to Basics: The objective was evaluated as being successfully accomplished through the evidence exhibited in a well-written, final essay examination.

ACTIVITIES/OBJECTIVES SHEET
SUBJECT AREA: PUBLIC SERVICE (DAY CARE CENTER)

DEPARTMENT: Social Sciences
CLASS: Toward Community Growth
INSTRUCTOR: Dr. Baskerville/RP
GRADE LEVEL(S): 12
NO. OF STUDENTS: 2
TIME ALLOTMENT: 4 weeks

TEACHING OBJECTIVE: To develop an awareness of the 'Gestalt' of Rural Lifestyle vs. Urban
CAREER EDUCATION OBJECTIVE: To experience the lifestyle/occupation of a rural day care center emp.
"BACK TO BASICS" OBJECTIVE: To exhibit a well-written compendium of agrarian knowledge on the final essay examination

"FACILITATION" ORIENTATION OUTLINE

1) Formal Educational Experience(s)
   A 2-week LCEM class integrated into the Am. Gov't class; sound filmstrips, transparencies, lecture, discussion concerning the Gestalt of rural occu.
2) Informal Educational Experience(s)
   A 2-week, day-by-day occupational experience with the owner of a day care center: child development, directing learning activities, disciplining, preparing lunch, accounting and record keeping.
3) Social Environment
   Daily social interactions with children, parents, employer, and other employees and resource per.
4) Physical Environment
   A new day care center in Lake City, Iowa

"PATHWAY" STRATEGY

1) Exploration
   Utilization of the Iowa Car. Ed. Model & LCEM; in jr. year admin. KUDER OIS; elicit ranked, occu. pref. from student, then counsel with Dir. & Counselor.
2) Acquisition
   Instruct the student during the 2-week, integrated Career Ed. class on rural occupations, rural economy, rural lifestyles, the psychology of rural living, rural demography, culture, customs & occu. survival.
3) Development
   To be accomplished through the initial meeting of student/resource person at an evening get-acquainted session; and, through the instructional tech./respon. of resource per.
4) Application
   To be accomplished through the day-to-day routine and consequential learning process contained within the 2-week occupational experience.

"COMMUNITY" LEVELS: A) TARGETED B) INVOLVED

A) Local

B) Local

EVALUATION OF OBJECTIVE(S) AS MET IN THIS ACTIVITY AND METHOD OF EVALUATION:

Teaching: The objective was evaluated as being accomplished through individually-initiated conversations with the stud. in class, and through final 'B' exam.
Career Ed.: Mrs. Faith Blaskovich, Resource Per., eval. obj. through final RPR, a grade of 'B', and the student's submission of a positive final report.
Back to Basics: The objective was evaluated as being successfully accomplished through the evidence exhibited in a well-written, final essay examination.

ACTIVITIES/OBJECTIVES SHEET
SUBJECT AREA: OFFICE OCCUPATIONS (ELEVATOR)

DEPARTMENT: Social Sciences
CLASS: Toward Community Growth
INSTRUCTOR: Dr. Baskerville/RP
GRADE LEVEL(S): 12
NO. OF STUDENTS: 1
TIME ALLOTMENT: 4 weeks

TEACHING OBJECTIVE: To develop an awareness of the 'Gestalt' of Rural Lifestyle vs. Urban
CAREER EDUCATION OBJECTIVE: To experience the lifestyle/occupation of a rural elevator employee
"BACK TO BASICS" OBJECTIVE: To exhibit a well-written compendium of agrarian knowledge on the final essay examination

"FACILITATION" ORIENTATION OUTLINE

1) Formal Educational Experience(s)
   A 2-week LCEM class integrated into the Am. Gov't class; sound filmstrips, transparencies, lecture, discussion concerning the Gestalt of rural occu.
2) Informal Educational Experience(s)
   A 2-week, day-by-day occupational experience in a local elevator: weighing grain, making out tickets, and general office work.
3) Social Environment
   Daily social relationship with the elevator manager, office manager and clerks.
4) Physical Environment
   An elevator located at Rands, Iowa

"PATHWAY" STRATEGY

1) Exploration
   Utilization of the Iowa Car. Ed. Model & LCEM; in jr. year admin. KUDER OIS; elicit ranked, occu. pref. from student, then counsel with Dir. & Counselor.
2) Acquisition
   Instruct the student during the 2-week, integrated Career Ed. class on rural occupations, rural economy, rural lifestyles, the psychology of rural living, rural demography, culture, customs & occu. survival.
3) Development
   To be accomplished through the initial meeting of student/resource person at an evening get-acquainted session; and, through the instructional tech./respon. of resource per.
4) Application
   To be accomplished through the day-to-day routine and consequential learning process contained within the 2-week occupational experience.

"COMMUNITY" LEVELS: A) TARGETED B) INVOLVED

A) Local
B) County

EVALUATION OF OBJECTIVE(S) AS MET IN THIS ACTIVITY AND METHOD OF EVALUATION:

Teaching: The objective was evaluated as being accomplished through individually-initiated conversations with the stud. in class, and through final 'C' exam.
Career Ed.: Mrs. Charlotte Haub, Resource Per., eval. obj. as successful through final RPR, a grade of 'A', and the student's submission of a positive final report.
Back to Basics: The objective was evaluated as being successfully accomplished through the evidence exhibited in a well-written, final essay examination.

ACTIVITIES/OBJECTIVES SHEET
SUBJECT AREA: TEXTILES & CLOTHING (FABRIC STORE CLERK)

DEPARTMENT: Social Sciences
CLASS: Toward Community Growth
INSTRUCTOR: Dr. Baskerville/RP
GRADE LEVEL(S): 12
NO. OF STUDENTS: 1
TIME ALLOTMENT: 4 weeks

TEACHING OBJECTIVE: To develop an awareness of the 'Gestalt' of Rural Lifestyle vs. Urban
CAREER EDUCATION OBJECTIVE: To experience the lifestyle/occupation of a small fabric store
"BACK TO BASICS" OBJECTIVE: To exhibit a well-written compendium of agrarian knowledge on the final essay examination

"FACILITATION" ORIENTATION OUTLINE

1) Formal Educational Experience(s)
   A 2-week LCEM class integrated into the Am. Gov't class; sound filmstrips, transparencies lecture, discussion concerning the Gestalt of rural occu.
2) Informal Educational Experience(s)
   A 2-week, day-by-day experience with a fabric store proprietor: customer assistance with fabric selection, store displays, store upkeep, stocking, operating a cash register.
3) Social Environment
   Daily social relationships with Mr. Austin Farley, Resource Per., other employees, customers.
4) Physical Environment
   A retail store in the business district in Lake City

"PATHWAY" STRATEGY

1) Exploration
   Utilization of the Iowa Car. Ed. Model & LCEM; in jr. year admin. KUDER OIS; elicit ranked, occu. pref. from student, then counsel with Dir. & Counselor.
2) Acquisition
   Instruct the student during the 2-week, integrated Career Ed. class on rural occupations, rural economy, rural lifestyles, the psychology of rural living, rural demography, culture, customs & occu. survival.
3) Development
   To be accomplished through the initial meeting of student/resource person at an evening get-acquainted session; and, through the instructional tech./respon. of resource per.
4) Application
   To be accomplished through the day-to-day routine and consequential learning process contained within the 2-week occupational experience.

"COMMUNITY" LEVELS: A) TARGETED B) INVOLVED

A) Local

B) County

EVALUATION OF OBJECTIVE(S) AS MET IN THIS ACTIVITY AND METHOD OF EVALUATION:

Teaching: The objective was evaluated as being accomplished through individually-initiated conversations with the stud. in class, and through final 'C' exam.
Career Ed.: Mr. Austin Farley, Resource Per., eval. obj. as successful through final RPR, a grade of 'A', and the student's submission of a positive final report.
Back to Basics: The objective was evaluated through the evidence exhibited in a final essay examination.

ACTIVITIES/OBJECTIVES SHEET
SUBJECT AREA: SOCIAL SERVICES

DEPARTMENT: Social Sciences
CLASS: Toward Community Growth
INSTRUCTOR: Dr. Baskerville/RP
GRADE LEVEL(S): 12
NO. OF STUDENTS: 1
TIME ALLOTMENT: 4 weeks

TEACHING OBJECTIVE: To develop an awareness of the 'Gestalt' of Rural Lifestyle vs. Urban
CAREER EDUCATION OBJECTIVE: To experience the lifestyle/occupation of rural social workers
"BACK TO BASICS" OBJECTIVE: To exhibit a well-written compendium of agrarian knowledge on the final essay examination

"FACILITATION" ORIENTATION OUTLINE

1) Formal Educational Experience(s)
   A 2-week LCEM class integrated into the Am. Gov't class; sound filmstrips, transparencies, lecture, discussion concerning the Gestalt of rural occu.
2) Informal Educational Experience(s)
   A 2-week, day-by-day occupational experience with the local County Social Worker.
3) Social Environment
   Daily social relationship with Social Services office personnel.
4) Physical Environment
   County Social Services office in Rockwell City

"PATHWAY" STRATEGY

1) Exploration
   Utilization of the Iowa Car. Ed. Model & LCEM; in jr. year admin. KUDER OIS; elicit ranked, occu. pref. from student, then counsel with Dir. & Counselor.
2) Acquisition
   Instruct the student during the 2-week, integrated Career Ed. class on rural occupations, rural economy, rural lifestyles, the psychology of rural living, rural demography, culture, customs & occu. survival.
3) Development
   To be accomplished through the initial meeting of student/resource person at an evening get-acquainted session; and, through the instructional tech./respon. of resource per.
4) Application
   To be accomplished through the day-to-day routine and consequential learning process contained within the 2-week occupational experience.

"COMMUNITY" LEVELS: A) TARGETED B) INVOLVED

A) Local

B) County

EVALUATION OF OBJECTIVE(S) AS MET IN THIS ACTIVITY AND METHOD OF EVALUATION:

Teaching: The objective was evaluated as being accomplished through individually-initiated conversations with the stud. in-class, and through successful final 'A' exam.
Career Ed.: Social Services office personnel, Resource Per., eval. obj. as successful through final RPR, a grade of 'A', and the stu. submission of a positive final report.
Back to Basics: The objective was evaluated as being successfully accomplished through the evidence exhibited in a well-written, final essay examination.

ACTIVITIES/OBJECTIVES SHEET
SUBJECT AREA: BUSINESS (BANKING)

DEPARTMENT: Social Sciences
CLASS: Toward Community Growth
INSTRUCTOR: Dr. Baskerville/RP
GRADE LEVEL(S): 12
NO. OF STUDENTS: 2
TIME ALLOTMENT: 4 weeks

TEACHING OBJECTIVE: To develop an awareness of the 'Gestalt' of Rural Lifestyle vs. Urban
CAREER EDUCATION OBJECTIVE: To experience the lifestyle/occupation of a rural bank employee
"BACK TO BASICS" OBJECTIVE: To exhibit a well-written compendium of agrarian knowledge on the final essay examination.

"FACILITATION" ORIENTATION OUTLINE

1) Formal Educational Experience(s)
   A 2-week LCEM class integrated into the Am. Gov't class; sound filmstrips, transparencies, lecture, discussion concerning the Gestalt of rural occu.
2) Informal Educational Experience(s)
   A 2-week, day-by-day occupational experience with the bank employees: sort & file checks, use posting machine, wait on people at the counter, count money, type, write up overdrafts, use cash voucher machine.
3) Social Environment
   Daily social relationship with Mr. O. E. Van Horn, Resource Person, other bank employees and various customers.
4) Physical Environment
   The bank building located in downtown Lohrville; sorting and cancelling machines; office equipment.

"PATHWAY" STRATEGY

1) Exploration
   Utilization of the Iowa Car. Ed. Model & LCEM; in jr. year admin. KUDER OIS; elicit ranked, occu. pref. from student, then counsel with Dir. & Counselor.
2) Acquisition
   Instruct the student during the 2-week, integrated Career Ed. class on rural occupations, rural economy, rural lifestyles, the psychology of rural living, rural demography, culture, customs & occu. survival.
3) Development
   To be accomplished through the initial meeting of student/resource person at an evening get-acquainted session; and, through the instructional tech./respon. of resource per.
4) Application
   To be accomplished through the day-to-day routine and consequential learning process contained within the 2-week occupational experience.

"COMMUNITY" LEVELS: A) TARGETED B) INVOLVED

A) Local

B) Local

EVALUATION OF OBJECTIVE(S) AS MET IN THIS ACTIVITY AND METHOD OF EVALUATION:

Teaching: The objective was evaluated as being accomplished through individually-initiated conversations with the stud. in-class, and through successful 'A' exam.
Career Ed.: Mr. O. E. Van Horn, Resource Per., eval. obj. as successful through final RPR, a grade of A+, and the student's submission of a positive final report.
Back to Basics: The objective was evaluated as being successfully accomplished through the evidence exhibited in a well-written, final essay examination.

ACTIVITIES/OBJECTIVES SHEET
SUBJECT AREA: BUSINESS (SECRETARIAL)

DEPARTMENT: Social Sciences
CLASS: Toward Community Growth
INSTRUCTOR: Dr. Baskerville/RP
GRADE LEVEL(S): 12
NO. OF STUDENTS: 1
TIME ALLOTMENT: 4 weeks

TEACHING OBJECTIVE: To develop an awareness of the 'Gestalt' of Rural Lifestyle vs. Urban
CAREER EDUCATION OBJECTIVE: To experience the lifestyle/occupation of a small-office sec./bkkr.
"BACK TO BASICS" OBJECTIVE: To exhibit a well-written compendium of agrarian knowledge on the final essay examination.

"FACILITATION" ORIENTATION OUTLINE

1) Formal Educational Experience(s)
   A 2-week LCEM class integrated into the Am. Gov't class; sound filmstrips, transparencies, lecture, discussion concerning the Gestalt of rural occu.
2) Informal Educational Experience(s)
   A 2-week, day-to-day occupational experience with the office manager of a plumbing company: keeping books, writing letters, taking inventory, stocking merchandise, answering the phone, manning the base station.
3) Social Environment
   Daily social relationship with Mrs. Marge Headley, Resource Person, plumbers and customers.
4) Physical Environment
   A plumbing supply shop in downtown Lohrville; office equipment, 2-way radio.

"PATHWAY" STRATEGY

1) Exploration
   Utilization of the Iowa Car. Ed. Model & LCEM; in jr. year admin. KUDER OIS; elicit ranked, occu. pre. from student, then counsel with Dir. & Counselor.
2) Acquisition
   Instruct the student during the 2-week, integrated Career Ed. class on rural occupations, rural economy, rural lifestyles, the psychology of rural living, rural demography, culture, customs & occu. survival.
3) Development
   To be accomplished through the initial meeting of student/resource person at an evening get-acquainted session; and, through the instructional tech./respon. of resource per.
4) Application
   To be accomplished through the day-to-day routine and consequential learning process contained within the 2-week occupational experience.

"COMMUNITY" LEVELS: A) TARGETED B) INVOLVED

A) Local

B) Local

EVALUATION OF OBJECTIVE(S) AS MET IN THIS ACTIVITY AND METHOD OF EVALUATION:

Teaching: The objective was evaluated as being accomplished through individually-initiated conversations with the stud. in-class, and through final 'B' exam.
Career Ed.: Mrs. Marge Headley, Resource Per., eval. obj. as successful through final RPR, a grade of 'A', and the student's submission of a positive final report.
Back to Basics: The objective was evaluated as being accomplished through the evidence exhibited in a final essay examination.

ACTIVITIES/OBJECTIVES SHEET
SUBJECT AREA: TRADE & INDUSTRY

DEPARTMENT: Social Sciences
CLASS: Toward Community Growth
INSTRUCTOR: Dr. Baskerville/RP
GRADE LEVEL(S): 12
NO. OF STUDENTS: 2
TIME ALLOTMENT: 4 weeks

TEACHING OBJECTIVE: To develop an awareness of the 'Gestalt' of Rural Lifestyle vs. Urban
CAREER EDUCATION OBJECTIVE: To experience the lifestyle/occupation of a rural lumber yard manager
"BACK TO BASICS" OBJECTIVE: To exhibit a well-written compendium of agrarian knowledge on the final essay examination.

"FACILITATION" ORIENTATION OUTLINE

1) Formal Educational Experience(s)
   A 2-week LCEM class integrated into the Am. Gov't class; sound filmstrips, transparencies, lecture, discussion concerning the Gestalt of rural occu.
2) Informal Educational Experience(s)
   A 2-week, day-by-day occupational experience with the local lumber yard manager: shingling, installing garage doors, installing eavespouts.
3) Social Environment
   Daily social relationship with Lyle Gulbranson, Resource Person; building personnel, Gene Kinney and Bob Gulbranson.
4) Physical Environment
   A semi-modern and growing lumber yard facility on the east edge of Lohrville with office, storage and retail sales area.

"PATHWAY" STRATEGY

1) Exploration
   Utilization of the Iowa Car. Ed. Model & LCEM; in jr. year admin. KUDER OIS; elicit ranked, occu. pre. from student, then counsel with Dir. & Counselor.
2) Acquisition
   Instruct the student during the 2-week, integrated Career Ed. class on rural occupations, rural economy, rural lifestyles, the psychology of rural living, rural demography, culture, customs & occu. survival.
3) Development
   To be accomplished through the initial meeting of student/resource person at an evening get-acquainted session; and, through the instructional tech./respon. of resource per.
4) Application
   To be accomplished through the day-to-day routine and consequential learning process contained within the 2-week occupational experience.

"COMMUNITY" LEVELS: A) TARGETED B) INVOLVED

A) Local

B) Local

EVALUATION OF OBJECTIVE(S) AS MET IN THIS ACTIVITY AND METHOD OF EVALUATION:

Teaching: The objective was evaluated as being accomplished through individually-initiated conversations with the stud. in class, and through final 'C' & 'D' exam.
Career Ed.: Mr. Lyle Gulbanson, Resource Per., eval. obj. as successful through final RPR, a grade of 'A', and the student's submission of a positive final report.
Back to Basics: The objective was evaluated as being accomplished through the evidence exhibited in a final essay examination.

ACTIVITIES/OBJECTIVES SHEET
SUBJECT AREA: AGRICULTURAL

DEPARTMENT: Social Sciences
CLASS: Toward Community Growth
INSTRUCTOR: Dr. Baskerville/RP
GRADE LEVEL(S): 12
NO. OF STUDENTS: 2
TIME ALLOTMENT: 4 weeks

TEACHING OBJECTIVE: To develop an awareness of the 'Gestalt' of Rural Lifestyle vs. Urban
CAREER EDUCATION OBJECTIVE: To experience the lifestyle/occupation of a rural veterinarian
"BACK TO BASICS" OBJECTIVE: To exhibit a well-written compendium of agrarian knowledge on the final essay examination.

"FACILITATION" ORIENTATION OUTLINE

1) Formal Educational Experience(s)
   A 2-week LCEM class integrated into the Am. Gov't class; sound filmstrips, transparencies, lecture, discussion concerning the Gestalt of rural occu.
2) Informal Educational Experience(s)
   A 2-week, day-by-day occupational experience with the local veterinarians: postmorten; blood sampling; vaccinations, diagnostic/prognostic experience.
3) Social Environment
   Daily social relationship with Doctors Mally, Boetcher and Armbrecht, office secretaries and receptionist and various clients.
4) Physical Environment
   A veterinary office complex located at the west end of Lake City; modern facility and equipment with laboratory, operating room and kennel.

"PATHWAY" STRATEGY

1) Exploration
   Utilization of the Iowa Car. Ed. Model & LCEM; in jr. year admin. KUDER OIS; elicit ranked, occu. pref. from student, then counsel with Dir. & Counselor
2) Acquisition
   Instruct the student during the 2-week, integrated Career Ed. class on rural occupations, rural economy, rural lifestyles, the psychology of rural living, rural demography, culture, customs & occu. survival.
3) Development
   To be accomplished through the initial meeting of student/resource person at an evening get-acquainted session, and, through the instructional tech./respon. of resource person.
4) Application
   To be accomplished through the day-to-day routine and consequential learning process contained within the 2-week occupational experience.

"COMMUNITY" LEVELS: A) TARGETED B) INVOLVED

A) Local

B) County

EVALUATION OF OBJECTIVE(S) AS MET IN THIS ACTIVITY AND METHOD OF EVALUATION:

Teaching: The objective was evaluated as being accomplished through individually-initiated conversations with the stud. in class, and through final 'B' exam.
Career Ed.: Mrs. Mally, Boetcher and Armbrecht, Resource Per., eval. obj. as successful through final RPR, a grade of 'A' & 'B', and the student's submission of a positive final report.
Back to Basics: The objective was evaluated as being accomplished through the evidence exhibited in a final essay examination.

ACTIVITIES/OBJECTIVES SHEET
SUBJECT AREA: AGRICULTURAL

DEPARTMENT: Social Sciences
CLASS: Toward Community Growth
INSTRUCTOR: Dr. Baskerville/RP
GRADE LEVEL(S): 12
NO. OF STUDENTS: 1
TIME ALLOTMENT: 4 weeks

TEACHING OBJECTIVE: To develop an awareness of the 'Gestalt' of Rural Lifestyle vs. Urban
CAREER EDUCATION OBJECTIVE: To experience the lifestyle/occupation of a rural fertilizer plant man
"BACK TO BASICS" OBJECTIVE: To exhibit a well-written compendium of agrarian knowledge on the final essay examination

"FACILITATION" ORIENTATION OUTLINE

1) Formal Educational Experience(s)
   A 2-week LCEM class integrated into the Am. Gov't class; sound filmstrips, transparencies, lecture, discussion concerning the Gestalt of rural occu.
2) Informal Educational Experience(s)
   A 2-week, day-by-day occupational experience with the local fertilizer plant manager: spreading fertilizer, analyzing fertility levels, soil testing and analysis, formulating appl. rates, machinery maintenance.
3) Social Environment
   Daily social relationship wtih Gary Imhoff, Resource Person, office secretary, several plant personnel and patrons.
4) Physical Environment
   A modern fertilizer plant located on the east edge of Lohrville with office, laboratory, scales, storage and mixing facilities.

"PATHWAY" STRATEGY

1) Exploration
   Utilization of the Iowa Car. Ed. Model & LCEM; in jr. year admin. KUDER OIS; elicit ranked, occu. pref. from student, then counsel with Dir. & Counselor.
2) Acquisition
   Instruct the student during the 2-week integrated Career Ed. class on rural occupations, rural economy, rural lifestyles, the psychology of rural living, rural demography, culture, customs & occu. survival.
3) Development
   To be accomplished through the initial meeting of student/resource person at an evening get-acquainted session, and, through the instructional tech./respon. of resource per.
4) Application
   To be accomplished through the day-to-day routine and consequential learning process contained within the 2-week occupational experience.

"COMMUNITY" LEVELS: A) TARGETED B) INVOLVED

A) Local
B) Local

EVALUATION OF OBJECTIVE(S) AS MET IN THIS ACTIVITY AND METHOD OF EVALUATION:

Teaching: The objective was evaluated as being accomplished through individually initiated conversations with the stud. in class, and through final 'C' exam.
Career Ed.: Mr. Gary Imhoff, Resource Per., eval. obj. as successful through final RPR, a grade of 'A', and the student's submission of a positive final report.
Back to Basics: The objective was evaluated as being accomplished through the evidence exhibited in a final essay examination.

ACTIVITIES/OBJECTIVES SHEET
SUBJECT AREA: AGRICULTURAL

DEPARTMENT: Social Sciences
CLASS: Toward Community Growth
INSTRUCTOR: Dr. Baskerville/RP
GRADE LEVEL(S): 12
NO. OF STUDENTS: 1
TIME ALLOTMENT: 4 weeks

TEACHING OBJECTIVE: To develop an awareness of the 'Gestalt' of Rural Lifestyle vs. Urban
CAREER EDUCATION OBJECTIVE: To experience the lifestyle/occupation of a rural Iowa farm oper. & man.
"BACK TO BASICS" OBJECTIVE: To exhibit a well-written compendium of agrarian knowledge on the final essay examination

"FACILITATION" ORIENTATION OUTLINE

1) Formal Educational Experience(s)
   A 2-week LCEM class integrated into the Am. Gov't class; sound filmstrips, transparencies, lecture, discussion concerning the Gestalt of rural occu.
2) Informal Educational Experience(s)
   A 2-week, day-by-day occupational experience with a local farmer: feeding livestock; harvesting crops; maintaining machinery; welding.
3) Social Environment
   Daily social relationship with Francis Lightner, Resource Person; hired men.
4) Physical Environment
   A modern farm located south of Lohrville with modern crop and livestock facilities; office and shop.

"PATHWAY" STRATEGY

1) Exploration
   Utilization of the Iowa Car. Ed. Model & LCEM; in jr. year admin. KUDER OIS; elicit ranked, occu. pref. from student, then counsel with Dir. & Counselor.
2) Acquisition
   Instruct the student during the 2-week, integrated Career Ed. class on rural occupations, rural economy, rural lifestyles, the psychology of rural living, rural demography, culture, customs & occu. survival.
3) Development
   To be accomplished through the initial meeting of student/resource person at an evening get-acquainted session; and, through the instructional tech./respon. of resource per.
4) Application
   To be accomplished through the day-to-day routine and consequential learning process contained within the 2-week occupational experience.

"COMMUNITY" LEVELS: A) TARGETED B) INVOLVED

A) Local

B) Local

EVALUATION OF OBJECTIVE(S) AS MET IN THIS ACTIVITY AND METHOD OF EVALUATION:

Teaching: The objective was evaluated as being accomplished through individually-initiated conversations with the stud. in class, and through final 'C' exam.
Career Ed.: Mr. Francis Lightner, Resource Per. eval. obj. as successful through final RPR, a grade of 'B-', and the student's submission of a positive final report.
Back to Basics: The objective was evaluated as being accomplished through the evidence exhibited in a final essay examination.

ACTIVITIES/OBJECTIVES SHEET
SUBJECT AREA: PUBLIC SERVICE OCCUPATIONS (TEACHER - BAND DIRECTOR)

DEPARTMENT: Social Sciences
CLASS: Toward Community Growth
INSTRUCTOR: Dr. Baskerville/RP
GRADE LEVEL(S): 12
NO. OF STUDENTS: 1
TIME ALLOTMENT: 4 weeks

TEACHING OBJECTIVE: To develop an awareness of the 'Gestalt' of Rural Lifestyle vs. Urban
CAREER EDUCATION OBJECTIVE: To experience the lifestyle/occupation of a rural band director
"BACK TO BASICS" OBJECTIVE: To exhibit a well-written compendium of agrarian knowledge on the final essay examination.

"FACILITATION" ORIENTATION OUTLINE

1) Formal Educational Experience(s)
   A 2-week LCEM class integrated into the Am. Gov't class; sound filmstrips, transparencies, lecture, discussion concerning the Gestalt of rural occu.
2) Informal Educational Experience(s)
   A 2-week, day-by-day occupational experience with the school's band director: planning activities, assisting in private lessons, and leading the various bands.
3) Social Environment
   Daily social relationship with Mr. Alan Mattison, band director, faculty and students.
4) Physical Environment
   The bandroom of Lohrville Community School, musical instruments and scores, and furniture.

"PATHWAY" STRATEGY

1) Exploration
   Utilization of the Iowa Car. Ed. Model & LCEM; in jr. year admin. KUDER OIS; elicit ranked, occu. pref. from student, then counsel with Dir. & Counselor.
2) Acquisition
   Instruct the student during the 2-week, integrated Career Ed. class on rural occupations, rural economy, rural lifestyles, the psychology of rural living, rural demography, culture, customs & occu. survival.
3) Development
   To be accomplished through the initial meeting of student/resource person at an evening get-acquainted session; and, through the instructional tech./respon. of resource per.
4) Application
   To be accomplished through the day-to-day routine and consequential learning process contained within the 2-week occupational experience.

"COMMUNITY" LEVELS: A) TARGETED B) INVOLVED

A) Local

B) Local

EVALUATION OF OBJECTIVE(S) AS MET IN THIS ACTIVITY AND METHOD OF EVALUATION:

Teaching; The objective was evaluated as being accomplished through individually-initiated conversations with the stud. in-class, and through final 'B' exam.
Career Ed.: Mr. Alan Mattison, Resource Per., eval. obj. as successful through final RPR, a grade of A, and the student's submission of a positive final report.
Back to Basics: The objective was evaluated as being successfully accomplished through the evidence exhibited in an essay examination.

ACTIVITIES/OBJECTIVES SHEET
SUBJECT AREA: PERSONAL SERVICE (BEAUTICIAN)

DEPARTMENT: Social Sciences
CLASS: Toward Community Growth
INSTRUCTOR: Dr. Baskerville/RP
GRADE LEVEL(S): 12
NO. OF STUDENTS: 1
TIME ALLOTMENT: 4 weeks

TEACHING OBJECTIVE: To develop an awareness of the 'Gestalt' of Rural Lifestyle vs. Urban
CAREER EDUCATION OBJECTIVE: To experience the lifestyle/occupation of a beautician
"BACK TO BASICS" OBJECTIVE: To exhibit a well-written compendium of agrarian knowledge on the final essay examination

"FACILITATION" ORIENTATION OUTLINE

1) Formal Educational Experience(s)
   A 2-week LCEM class integrated into the Am. Gov't class; sound filmstrips, transparencies, lecture, discussion concerning the Gestalt of rural occu.
2) Informal Educational Experience(s)
   A 2-week, day-by-day occupational experience of assisting with customer's hair care: mixed solutions, cleaned equipment, washed towels, removed rollers, made appointments.
3) Social Environment
   Daily social relationships with employer, Diane Green, and customers.
4) Physical Environment
   A local beauty shop with hydraulic chair, dryers, equipment necessary to carry out various hair care tasks.

"PATHWAY" STRATEGY

1) Exploration
   Utilization of the Iowa Car. Ed. Model & LCEM; in jr. year admin. KUDER OIS; elicit ranked, occu. pref. from student, then counsel with Dir. & Counselor.
2) Acquisition
   Instruct the student during the 2-week, integrated Career Ed. class on rural occupations, rural economy, rural lifestyles, the psychology of rural living, rural demography, culture, customs & occu. survival.
3) Development
   To be accomplished through the initial meeting of student/resource person at an evening get-acquainted session; and, through the instructional tech./respon. of resource per.
4) Application
   To be accomplished through the day-to-day routine and consequential learning process contained within the 2-week occupational experience.

"COMMUNITY" LEVELS: A) TARGETED B) INVOLVED

A) Local

B) Local

EVALUATION OF OBJECTIVE(S) AS MET IN THIS ACTIVITY AND METHOD OF EVALUATION:

Teaching: The objective was evaluated as being accomplished through individually-initiated conversations with the stud. in class, and through successful final 'B' exam.
Career Ed.: Diane Green, Resource Per., eval. obj. as successful through final RPR, a grade of 'A', and the student's submission of a positive final report.
Back to Basics: The objective was evaluated as being successfully accomplished through the evidence exhibited in a well-written, final essay examination.

ACTIVITIES/OBJECTIVES SHEET
SUBJECT AREA: PUBLIC SERVICE OCCUPATIONS (TEACHER – ART)

DEPARTMENT: Social Sciences
CLASS: Toward Community Growth
INSTRUCTOR: Dr. Baskerville/RP
GRADE LEVEL(S): 12
NO. OF STUDENTS: 1
TIME ALLOTMENT: 4 weeks

TEACHING OBJECTIVE: To develop an awareness of the 'Gestalt' of Rural Lifestyle vs. Urban
CAREER EDUCATION OBJECTIVE: To experience the lifestyle/occupation of a rural teacher
"BACK TO BASICS" OBJECTIVE: To exhibit a well-written compendium of agrarian knowledge on the final essay examination

"FACILITATION" ORIENTATION OUTLINE

1) Formal Educational Experience(s)
   A 2-week LCEM class integrated into the Am. Gov't class; sound filmstrips, transparencies, lecture, discussion concerning the Gestalt of rural occu.
2) Informal Educational Experience(s)
   A 2-week, day-by-day occupational experience with the school's art teacher: leading elementary art activities, making a silk screen presentation to the secondary art students, assisting students on a 1-to-1 basis.
3) Social Environment
   Daily social relationship with Miss Kim Porter, art teacher, faculty, and students.
4) Physical Environment
   The art room of Lohrville Community School, art supplies and furniture.

"PATHWAY" STRATEGY

1) Exploration
   Utilization of the Iowa Car. Ed. Model & LCEM; in jr. year admin. KUDER OIS; elicit ranked, occu. pref. from student, then counsel with Dir. & Counselor.
2) Acquisition
   Instruct the student during the 2-week, integrated Career Ed. class on rural occupations, rural economy, rural lifestyles, the psychology of rural living, rural demography, culture, customs & occu. survival.
3) Development
   To be accomplished through the initial meeting of student/resource person at an evening get-acquainted session; and, through the instructional tech./respon. of resource per.
4) Application
   To be accomplished through the day-to-day routine and consequential learning process contained within the 2-week occupational experience.

"COMMUNITY" LEVELS: A) TARGETED B) INVOLVED

A) Local

B) Local

EVALUATION OF OBJECTIVE(S) AS MET IN THIS ACTIVITY AND METHOD OF EVALUATION:

Teaching: The objective was evaluated as being accomplished through individually-initiated conversations with the stud. in class, and through successful final 'B' exam.
Career Ed.: Miss Porter, Resource Per., eval. obj. as successful through final RPR, a grade of 'A', and the student's submission of a positive final report.
Back to Basics: The objective was evaluated as being successfully accomplished through the evidence exhibited in a well-written, final essay examination.

ACTIVITIES/OBJECTIVES SHEET
SUBJECT AREA: PUBLIC SERVICE (FIRST GRADE TEACHER)

DEPARTMENT: Social Sciences
CLASS: Toward Community Growth
INSTRUCTOR: Dr. Baskerville/RP
GRADE LEVEL(S): 12
NO. OF STUDENTS: 1
TIME ALLOTMENT: 4 weeks

TEACHING OBJECTIVE: To develop an awareness of the 'Gestalt' of Rural Lifestyle vs. Urban
CAREER EDUCATION OBJECTIVE: To experience the lifestyle/occupation of a rural elementary teacher
"BACK TO BASICS" OBJECTIVE: To exhibit a well-written compendium of agrarian knowledge on the final essay examination

"FACILITATION" ORIENTATION OUTLINE

1) Formal Educational Experience(s)
   A 2-week LCEM class integrated into the Am. Gov't class; sound filmstrips, transparencies, lecture, discussion concerning the Gestalt of rural occu.
2) Informal Educational Experience(s)
   A 2-week, day-by-day occupational experience with the school's first grade teacher: creating bulletin boards, assisting in planned activities, and tutoring on a one-to-one basis.
3) Social Environment
   Daily social relationship with Miss Marsha Rose, first grade teacher, faculty, and students.
4) Physical Environment
   The first grade room of Lohrville Community School, its study materials and furniture.

"PATHWAY" STRATEGY

1) Exploration
   Utilization of the Iowa Car. Ed. Model & LCEM; in jr. year admin. KUDER OIS; elicit ranked, occu. pref. from student, then counsel with Dir. & Counselor.
2) Acquisition
   Instruct the student during the 2-week, integrated Career Ed. class on rural occupations, rural economy, rural lifestyles, the psychology of rural living, rural demography, culture, customs & occu. survival.
3) Development
   To be accomplished through the initial meeting of student/resource person at an evening get-acquainted session; and, through the instructional tech./respon. of resource per.
4) Application
   To be accomplished through the day-to-day routine and consequential learning process contained within the 2-week occupational experience.

"COMMUNITY" LEVELS: A) TARGETED B) INVOLVED

A) Local

B) Local

EVALUATION OF OBJECTIVE(S) AS MET IN THIS ACTIVITY AND METHOD OF EVALUATION:

Teaching: The objective was evaluated as being accomplished through individually-initiated conversations with the stud. in class, and through successful final 'B-' exam.
Career Ed.: Miss Marsha Rose, Resource Per., eval. obj. through final RPR, a grade of 'B', and the student's submission of a positive final report.
Back to Basics: The objective was evaluated as being successfully accomplished through the evidence exhibited in a well-written, final essay examination.

ACTIVITIES/OBJECTIVES SHEET
SUBJECT AREA: HEALTH OCCUPATIONS (MEDICAL SECRETARY)

DEPARTMENT: Social Sciences
CLASS: Toward Community Growth
INSTRUCTOR: Dr. Baskerville/RP
GRADE LEVEL(S): 12
NO. OF STUDENTS: 1
TIME ALLOTMENT: 4 weeks

TEACHING OBJECTIVE: To develop an awareness of the 'Gestalt' of Rural Lifestyle vs. Urban
CAREER EDUCATION OBJECTIVE: To experience the lifestyle/occupation of a medical secretary
"BACK TO BASICS" OBJECTIVE: To exhibit a well-written compendium of agrarian knowledge on the final essay examination

"FACILITATION" ORIENTATION OUTLINE

1) Formal Educational Experience(s)
   A 2-week LCEM class integrated into the Am. Gov't class; sound filmstrips, transparencies, lecture, discussion concerning the Gestalt of rural occu.
2) Informal Educational Experience(s)
   A 2-week, day-by-day occupational experience in a clinic & hospital office: pulled charts, filled out insurance forms, typed, filed, microfilmed, worked in lab & x-ray, photocopied.
3) Social Environment
   Daily social relationship with nurses, doctors, office personnel and patients.
4) Physical Environment
   A clinic and hospital located in Lake City; modern office and lab equipment, furniture.

"PATHWAY" STRATEGY

1) Exploration
   Utilization of the Iowa Car. Ed. Model & LCEM; in jr. year admin. KUDER OIS; elicit ranked, occu. pref. from student, then counsel with Dir. & Counselor.
2) Acquisition
   Instruct the student during the 2-week, integrated Career Ed. class on rural occupations, rural economy, rural lifestyles, the psychology of rural living, rural demography, culture, customs & occu. survival.
3) Development
   To be accomplished through the initial meeting of student/resource person at an evening get-acquainted session; and, through the instructional tech./respon. of resource per.
4) Application
   To be accomplished through the day-to-day routine and consequential learning process contained within the 2-week occupational experience.

"COMMUNITY" LEVELS: A) TARGETED B) INVOLVED

A) Local

B) Local

EVALUATION OF OBJECTIVE(S) AS MET IN THIS ACTIVITY AND METHOD OF EVALUATION:

Teaching: The objective was evaluated as being accomplished through individually-initiated conversations with the stud. in class, and through successful final 'A+' exam.
Career Ed.: Resource Person evaluated obj. as successful through final RPR, a grade of 'A-', and the student's submission of a positive final report.
Back to Basics: The objective was evaluated as being successfully accomplished through the evidence exhibited in a well-written, final essay examination.

ACTIVITIES/OBJECTIVES SHEET
SUBJECT AREA: HEALTH OCCUPATIONS (NURSING)

DEPARTMENT: Social Sciences
CLASS: Toward Community Growth
INSTRUCTOR: Dr. Baskerville/RP
GRADE LEVEL(S): 12
NO. OF STUDENTS: 1
TIME ALLOTMENT: 4 weeks

TEACHING OBJECTIVE: To develop an awareness of the 'Gestalt' of Rural Lifestyle vs. Urban
CAREER EDUCATION OBJECTIVE: To experience the lifestyle/occupation of a nurse
"BACK TO BASICS" OBJECTIVE: To exhibit a well-written compendium of agrarian knowledge on the final essay examination

"FACILITATION" ORIENTATION OUTLINE

1) Formal Educational Experience(s)
A 2-week LCEM class integrated into the Am. Gov't class; sound filmstrips, transparencies, lecture, discussion concerning the Gestalt of rural occu.
2) Informal Educational Experience(s)
A 2-week, day-by-day occupational experience in a clinic & hospital: washed thermometers & speculums, sacked equip. for sterilizer, observed nurses.
3) Social Environment
Daily social relationship with patients and medical personnel.
4) Physical Environment
A clinic and hospital located in Lake City; modern medical equipment, examining and hospital rooms, and furniture.

"PATHWAY" STRATEGY

1) Exploration
Utilization of the Iowa Car. Ed. Model & LCEM; in jr. year admin. KUDER OIS; elicit ranked, occu. pref. from student, then counsel with Dir. & Counselor.
2) Acquisition
Instruct the student during the 2-week, integrated Career Ed. class on rural occupations, rural economy, rural lifestyles, the psychology of rural living, rural demography, culture, customs & occu. survival.
3) Development
To be accomplished through the initial meeting of student/resource person at an evening get-acquainted session; and, through the instructional tech./respon. of resource per.
4) Application
To be accomplished through the day-to-day routine and consequential learning process contained within the 2-week occupational experience.

"COMMUNITY" LEVELS: A) TARGETED B) INVOLVED

A) Local

B) Local

EVALUATION OF OBJECTIVE(S) AS MET IN THIS ACTIVITY AND METHOD OF EVALUATION:

Teaching: The objective was evaluated as being accomplished through individually-initiated conversations with the stud. in class, and through successful final 'A+' exam.
Career Ed.: Mr. Ed. Maahs, Resource Person, eval. obj. as successful through final RPR, a grade of 'A', and the student's submission of a positive final report.
Back to Basics: The objective was evaluated as being successfully accomplished through the evidence exhibited in a well-written, final essay examination.

ACTIVITIES/OBJECTIVES SHEET
SUBJECT AREA: OFFICE OCCUPATIONS

DEPARTMENT: Social Sciences
CLASS: Toward Community Growth
INSTRUCTOR: Dr. Baskerville/RP
GRADE LEVEL(S): 12
NO. OF STUDENTS: 1
TIME ALLOTMENT: 4 weeks

TEACHING OBJECTIVE: To develop an awareness of the 'Gestalt' of Rural Lifestyle vs. Urban
CAREER EDUCATION OBJECTIVE: To experience the lifestyle/occupation of a rural legal secretary
"BACK TO BASICS" OBJECTIVE: To exhibit a well-written compendium of agrarian knowledge on the final essay examination

"FACILITATION" ORIENTATION OUTLINE

1) Formal Educational Experience(s)
   A 2-week LCEM class integrated into the Am. Gov't class; sound filmstrips, transparencies, lecture, discussion concerning the Gestalt of rural occu.
2) Informal Educational Experience(s)
   A 2-week, day-by-day occupational experience in a lawyer's office: typed, took dictation, used Xerox machine, figured and typed income tax forms.
3) Social Environment
   Daily social relationship with Mr. Dale Gray, sheriff, judge, lawyers, clients and other office personnel.
4) Physical Environment
   An office located in Rockwell City; typewriters, Xerox machines, adding machines, law books.

"PATHWAY" STRATEGY

1) Exploration
   Utilization of the Iowa Car. Ed. Model & LCEM; in jr. year admin. KUDER OIS; elicit ranked, occu. pref. from student, then counsel with Dir. & Counselor.
2) Acquisition
   Instruct the student during the 2-week, integrated Career Ed. class on rural occupations, rural economy, rural lifestyles, the psychology of rural living, rural demography, culture, customs & occu. survival.
3) Development
   To be accomplished through the initial meeting of student/resource person at an evening get-acquainted session; and, through the instructional tech./respon. of resource per.
4) Application
   To be accomplished through the day-to-day routine and consequential learning process contained within the 2-week occupational experience.

"COMMUNITY" LEVELS: A) TARGETED B) INVOLVED

A) Local

B) Local

EVALUATION OF OBJECTIVE(S) AS MET IN THIS ACTIVITY AND METHOD OF EVALUATION:

Teaching: The objective was evaluated as being accomplished through individually-initiated conversations with the stud. in class, and through successful final 'A' exam.
Career Ed.: Mr. Dale Gray, Resource Person, eval. obj. as successful through final RPR, a grade of 'B', and the student's submission of a positive final report.
Back to Basics: The objective was evaluated as being successfully accomplished through the evidence exhibited in a well-written, final essay examination.

ACTIVIT'ES/OBJECTIVES SHEET
SUBJECT AREA: HE .TH OCCUPATIONS (CHIROPRACTIC)

DEPARTMENT: Social Sciences
CLASS: Toward Community Growth
INSTRUCTOR: Dr. Baskerville/RP
GRADE LEVEL(S): 12
NO. OF STUDENTS: 1
TIME ALLOTMENT: 4 weeks

TEACHING OBJECTIVE: To develop an awareness of the 'Gestalt' of Rural Lifestyle vs. Urban
CAREER EDUCATION OBJECTIVE: To experience the lifestyle/occupation of a rural chiropractor
"BACK TO BASICS" OBJECTIVE: To exhibit a well-written compendium of agrarian knowledge on the final essay examination

"FACILITATION" ORIENTATION OUTLINE

1) Formal Educational Experience(s)
   A 2-week LCEM class integrated into the Am. Gov't class; sound filmstrips, transparencies, lecture, discussion concerning the Gestalt of rural occu.
2) Informal Educational Experience(s)
   A 2-week, day-by-day occupational experience with the local chiropractor: Skeletal subluxations/manipulations; medicare forms/off. routine; x-ray usage/interp.; & diagnostic/prognostic exper.
3) Social Environment
   Daily social relationship with Dr. Joseph Smith, Resource Person, an office receptionist, and various patients.
4) Physical Environment
   An office complex located on the south side of Lohrville; modern chiropractic equipment, examination rooms, and furniture.

"PATHWAY" STRATEGY

1) Exploration
   Utilization of the Iowa Car. Ed. Model & LCEM; in jr. year admin. KUDER OIS; elicit ranked, occu. pref. from student, then counsel with Dir. & Counselor.
2) Acquisition
   Instruct the student during the 2-week, integrated Career Ed. class on rural occupations, rural economy, rural lifestyles, the psychology of rural living, rural demography, culture, customs & occu. survival.
3) Development
   To be accomplished through the initial meeting of student/resource person at an evening get-acquainted session; and, through the instructional tech./respon. of resource per.
4) Application
   To be accomplished through the day-to-day routine and consequential learning process contained within the 2-week occupational experience.

"COMMUNITY" LEVELS: A) TARGETED B) INVOLVED

A) Local
B) Local

EVALUATION OF OBJECTIVE(S) AS MET IN THIS ACTIVITY AND METHOD OF EVALUATION:

Teaching: The objective was evaluated as being accomplished through individually-initiated conversations with the stud. in class, and through successful final 'A' exam.
Career Ed.: Dr. Joseph Smith, Resource Per., eval. obj. as successful through final RPR, a grade of 'A-', and the student's submission of a positive final report.
Back to Basics: The objective was evaluated as being successfully accomplished through the evidence exhibited in a well-written, final essay examination.

ACTIVITIES/OBJECTIVES SHEET
SUBJECT AREA: AGRI-BUSINESS (PONY FARM)

DEPARTMENT: Social Sciences
CLASS: Toward Community Growth
INSTRUCTOR: Dr. Baskerville/RP
GRADE LEVEL(S): 12
NO. OF STUDENTS: 1
TIME ALLOTMENT: 4 weeks

TEACHING OBJECTIVE: To develop an awareness of the 'Gestalt' of Rural Lifestyle vs. Urban
CAREER EDUCATION OBJECTIVE: To experience the lifestyle/occupation of an owner of a pony farm
"BACK TO BASICS" OBJECTIVE: To exhibit a well-written compendium of agrarian knowledge on the final essay examination

"FACILITATION" ORIENTATION OUTLINE

1) Formal Educational Experience(s)
   A 2-week LCEM class integrated into the Am. Gov't class; sound filmstrips, transparencies, lecture, discussion concerning the Gestalt of rural occu.
2) Informal Educational Experience(s)
   A 2-week; day-by-day occupational experience on a pony farm: groomed, clipped and fed horses.
3) Social Environment
   Daily social relationship with Mr. McLaughlin, Resource Person, and farm employees.
4) Physical Environment
   A large horse barn located in Glidden.

"PATHWAY" STRATEGY

1) Exploration
   Utilization of the Iowa Car. Ed. Model & LCEM; in jr. year admin. KUDER OIS; elicit ranked, occu. pref. from student, then counsel with Dir. & Counselor.
2) Acquisition
   Instruct the student during the 2-week, integrated Career Ed. class on rural occupations, rural economy, rural lifestyles, the psychology of rural living, rural demography, culture, customs & occu. survival.
3) Development
   To be accomplished through the initial meeting of student/resource person at an evening get-acquainted session; and, through the instructional tech./respon. of resource per.
4) Application
   To be accomplished through the day-to-day routine and consequential learning process contained within the 2-week occupational experience.

"COMMUNITY" LEVELS: A) TARGETED B) INVOLVED

A) Local

B) Local

EVALUATION OF OBJECTIVE(S) AS MET IN THIS ACTIVITY AND METHOD OF EVALUATION:

Teaching: The objective was evaluated as being accomplished through individually-initiated conversations with the stud. in class, and through successful final 'B-' exam.
Career Ed.: Mr. McLaughlin, Resource Per., eval. obj. as successful through final RPR, a grade of 'A', and the student's submission of a positive final report.
Back to Basics: The objective was evaluated as being successfully accomplished through the evidence exhibited in a well-written, final essay examination.

ACTIVITIES/OBJECTIVES SHEET
SUBJECT AREA: SELF-EMPLOYMENT (PHOTOGRAPHY)

DEPARTMENT: Social Sciences
CLASS: Toward Community Growth
INSTRUCTOR: Dr. Baskerville/RP
GRADE LEVEL(S): 12
NO. OF STUDENTS: 1
TIME ALLOTMENT: 4 weeks

TEACHING OBJECTIVE: To develop an awareness of the 'Gestalt' of Rural Lifestyle vs. Urban
CAREER EDUCATION OBJECTIVE: To experience the lifestyle/occupation of a self-employed photographer
"BACK TO BASICS" OBJECTIVE: To exhibit a well-written compendium of agrarian knowledge on the final essay examination

"FACILITATION" ORIENTATION OUTLINE

1) Formal Educational Experience(s)
   A 2-week LCEM class integrated into the Am. Gov't class; sound filmstrips, transparencies, lecture, discussion concerning the Gestalt of rural occu.
2) Informal Educational Experience(s)
   A 2-week, day-by-day occupational experience taking pictures of career education participants.
3) Social Environment
   Social relationship with each senior and their employers, Dr. Baskerville, Resource Person, and the editor of the newspaper.
4) Physical Environment
   Camera equipment, dark room at the newspaper office in Rockwell City.

"PATHWAY" STRATEGY

1) Exploration
   Utilization of the Iowa Car. Ed. Model & LCEM; in jr. year admin. KUDER OIS; elicit ranked, occu. pref. from student, then counsel with Dir. & Counselor.
2) Acquisition
   Instruct the student during the 2-week, integrated Career Ed. class on rural occupations, rural economy, rural lifestyles, the psychology of rural living, rural demography, culture, customs & occu. survival.
3) Development
   To be accomplished through the initial meeting of student/resource person at an evening get-acquainted session; and, through the instructional tech./respon. of resource per.
4) Application
   To be accomplished through the day-to-day routine and consequential learning process contained within the 2-week occupational experience.

"COMMUNITY" LEVELS: A) TARGETED B) INVOLVED

A) Local
B) Local

EVALUATION OF OBJECTIVE(S) AS MET IN THIS ACTIVITY AND METHOD OF EVALUATION:

Teaching: The objective was evaluated as being accomplished through individually-initiated conversations with the stud. in class, and through successful final 'C' exam.
Career Ed.: Dr. Baskerville, Resource Per., eval. obj. as successful through final RPR, a grade of 'A', and the student's submission of a positive final report.
Back to Basics: The objective was evaluated as being successfully accomplished through the evidence exhibited in a well-written, final essay examination.

ACTIVITIES/OBJECTIVES SHEET
SUBJECT AREA: AGRI-BUSINESS (ELEVATOR)

DEPARTMENT: Social Sciences
CLASS: Toward Community Growth
INSTRUCTOR: Dr. Baskerville/RP
GRADE LEVEL(S): 12
NO. OF STUDENTS: 1
TIME ALLOTMENT: 4 weeks

TEACHING OBJECTIVE: To develop an awareness of the 'Gestalt' of Rural Lifestyle vs. Urban
CAREER EDUCATION OBJECTIVE: To experience the lifestyle/occupation of an elevator manager
"BACK TO BASICS" OBJECTIVE: To exhibit a well-written compendium of agrarian knowledge on the final essay examination

"FACILITATION" ORIENTATION OUTLINE

1) Formal Educational Experience(s)
   A 2-week LCEM class integrated into the Am. Gov't class; sound filmstrips, transparencies, lecture, discussion concerning the Gestalt of rural occu.
2) Informal Educational Experience(s)
   A 2-week, day-by-day occupational experience with a local elevator manager: hauled, loaded, and ground feed, fed cattle and did office work.
3) Social Environment
   Daily social relationships with Joe Kavanaugh, Resource Person, and farmers.
4) Physical Environment
   An elevator located six miles southwest of Lohrville; trucks, tractors, grinders, skidloader, and office books.

"PATHWAY" STRATEGY

1) Exploration
   Utilization of the Iowa Car. Ed. Model & LCEM; in jr. year admin. KUDER OIS; elicit ranked, occu. pref. from student, then counsel with Dir. & Counselor.
2) Acquisition
   Instruct the student during the 2-week, integrated Career Ed. class on rural occupations, rural economy, rural lifestyles, the psychology of rural living, rural demography, culture, customs & occu. survival.
3) Development
   To be accomplished through the initial meeting of student/resource person at an evening get-acquainted session; and, through the instructional tech./respon. of resource per.
4) Application
   To be accomplished through the day-to-day routine and consequential learning process contained within the 2-week occupational experience.

"COMMUNITY" LEVELS: A) TARGETED B) INVOLVED

A) Local

B) Local

EVALUATION OF OBJECTIVE(S) AS MET IN THIS ACTIVITY AND METHOD OF EVALUATION:

Teaching: The objective was evaluated as being accomplished through individually-initiated conversations with the stud. in class, and through successful final 'B-' exam.
Career Ed.: Mr. Joe Kavanaugh, Resource Per., eval. obj. as successful through final RPR, a grade of 'A', and the student's submission of a positive final report.
Back to Basics: The objective was evaluated as being successfully accomplished through the evidence exhibited in a well-written, final essay examination.

ACTIVITIES/OBJECTIVES SHEET
SUBJECT AREA: AGRI-BUSINESS (FEED STORE)

DEPARTMENT: Social Sciences
CLASS: Toward Community Growth
INSTRUCTOR: Dr. Baskerville/RP
GRADE LEVEL(S): 12
NO. OF STUDENTS: 1
TIME ALLOTMENT: 4 weeks

TEACHING OBJECTIVE: To develop an awareness of the 'Gestalt' of Rural Lifestyle vs. Urban
CAREER EDUCATION OBJECTIVE: To experience the lifestyle/occupation of a feed store owner
"BACK TO BASICS" OBJECTIVE: To exhibit a well-written compendium of agrarian knowledge on the final essay examination

"FACILITATION" ORIENTATION OUTLINE

1) Formal Educational Experience(s)
   A 2-week LCEM class integrated into the Am. Gov't class; sound filmstrips, transparencies, lecture, discussion concerning the Gestalt of rural occu.
2) Informal Educational Experience(s)
   A 2-week, day-by-day occupational experience in a feed store: selling and delivering feed and making out tickets.
3) Social Environment
   Daily social relationship with Mr. Leland Jones, Resource Person, and customers.
4) Physical Environment
   A feed store located in Lohrville; trucks, and equipment for loading feed.

"PATHWAY" STRATEGY

1) Exploration
   Utilization of the Iowa Car. Ed. Model & LCEM; in jr. year admin. KUDER OIS; elicit ranked, occu. pref. from student, then counsel with Dir. & Counselor.
2) Acquisition
   Instruct the student during the 2-week, integrated Career Ed. class on rural occupations, rural economy, rural lifestyles, the psychology of rural living, rural demography, culture, customs & occu. survival.
3) Development
   To be accomplished through the initial meeting of student/resource person at an evening get-acquainted session; and, through the instructional tech./respon. of resource pe .
4) Application
   To be accomplished through the day-to-day routine and consequential learning process contained within the 2-week occupational experience.

"COMMUNITY" LEVELS: A) TARGETED B) INVOLVED

A) Local

B) Local

EVALUATION OF OBJECTIVE(S) AS MET IN THIS ACTIVITY AND METHOD OF EVALUATION:

Teaching: The objective was evaluated as being accomplished through individually-initiated conversations with the stud. in class, and through successful final 'B-' exam.
Career Ed.: Mr. Leland Jones, Resource Per., eval. obj. as successful through final RPR, a grade of 'A', and the student's submission of a positive final report.
Back to Basics: The objective was evaluated as being successfully accomplished through the evidence exhibited in a well-written, final essay examination.

ACTIVITIES/OBJECTIVES SHEET
SUBJECT AREA: OFFICE OCCUPATIONS

DEPARTMENT: Social Sciences
CLASS: Toward Community Growth
INSTRUCTOR: Dr. Baskerville/RP
GRADE LEVEL(S): 12
NO. OF STUDENTS: 1
TIME ALLOTMENT: 4 weeks

TEACHING OBJECTIVE: To develop an awareness of the 'Gestalt' of Rural Lifestyle vs. Urban
CAREER EDUCATION OBJECTIVE: To experience the lifestyle/occupation of a rural accountant
"BACK TO BASICS" OBJECTIVE: To exhibit a well-written compendium of agrarian knowledge on the final essay examination

"FACILITATION" ORIENTATION OUTLINE

1) Formal Educational Experience(s)
   A 2-week LCEM class integrated into the Am. Gov't class; sound filmstrips, transparencies, lecture, discussion concerning the Gestalt of rural occu.
2) Informal Educational Experience(s)
   A 2-week, day-by-day occupational experience with a local accountant: figured depreciation on farm equipment and figured quarterly financial reports.
3) Social Environment
   Daily social relationship with Mrs. Margaret Seeck, Resource Person.
4) Physical Environment
   An office located in Lohrville; machines and furniture.

"PATHWAY" STRATEGY

1) Exploration
   Utilization of the Iowa Car. Ed. Model & LCEM; in jr. year admin. KUDER OIS; elicit ranked, occu. pref. from student, then counsel with Dir. & Counselor.
2) Acquisition
   Instruct the student during the 2-week, integrated Career Ed. class on rural occupations, rural economy, rural lifestyles, the psychology of rural living, rural demography, culture, customs & occu. survival.
3) Development
   To be accomplished through the initial meeting of student/resource person at an evening get-acquainted session; and, through the instructional tech./respon. of resource per.
4) Application
   To be accomplished through the day-to-day routine and consequential learning process contained within the 2-week occupational experience.

"COMMUNITY" LEVELS: A) TARGETED B) INVOLVED

A) Local

B) Local

EVALUATION OF OBJECTIVE(S) AS MET IN THIS ACTIVITY AND METHOD OF EVALUATION:

Teaching: The objective was evaluated as being accomplished through individually-initiated conversations with the stud. in class, and through successful final 'B' exam.
Career Ed.: Mrs. Margaret Seeck, Resource Per., eval. obj. as successful through RPR, a grade of 'A', and the student's submission of a positive final report.
Back to Basics: The objective was evaluated as being successfully accomplished through the evidence exhibited in a well-written, final essay examination.

ACTIVITIES/OBJECTIVES SHEET
SUBJECT AREA: SELF EMPLOYMENT (INTERIOR DECORATOR)

DEPARTMENT: Social Sciences
CLASS: Toward Community Growth
INSTRUCTOR: Dr. Baskerville/RP
GRADE LEVEL(S): 12
NO. OF STUDENTS: 1
TIME ALLOTMENT: 4 weeks

TEACHING OBJECTIVE: To develop an awareness of the 'Gestalt' of Rural Lifestyle vs. Urban
CAREER EDUCATION OBJECTIVE: To experience the lifestyle/occupation of a rural interior dec.
"BACK TO BASICS" OBJECTIVE: To exhibit a well-written compendium of agrarian knowledge on the final essay examination

"FACILITATION" ORIENTATION OUTLINE

1) Formal Educational Experience(s)
   A 2-week LCEM class integrated into the Am. Gov't class; sound filmstrips, transparencies, lecture, discussion concerning the Gestalt of rural occu.
2) Informal Educational Experience(s)
   A 2-week, day-by-day occupational experience with an interior decorator: helped make drapes, covered weights, priced fabrics, visited a client's home.
3) Social Environment
   Daily social relationship with Mrs. Ellis and other personnel.
4) Physical Environment
   An office located in Rockwell City; sewing machine, machine for surging seams, iron.

"PATHWAY" STRATEGY

1) Exploration
   Utilization of the Iowa Car. Ed. Model & LCEM; in jr. year admin. KUDER OIS; elicit ranked, occu. pref. from student, then counsel with Dir. & Counselor.
2) Acquisition
   Instruct the student during the 2-week, integrated Career Ed. class on rural occupations, rural economy, rural lifestyles, the psychology of rural living, rural demography, culture, customs & occu. survival.
3) Development
   To be accomplished through the initial meeting of student/resource person at an evening get-acquainted session; and, through the instructional tech./respon. of resource per.
4) Application
   To be accomplished through the day-to-day routine and consequential learning process contained within the 2-week occupational experience.

"COMMUNITY" LEVELS: A) TARGETED B) INVOLVED

A) Local

B) Local

EVALUATION OF OBJECTIVE(S) AS MET IN THIS ACTIVITY AND METHOD OF EVALUATION:

Teaching: The objective was evaluated as being accomplished through individually-initiated conversations with the stud. in class, and through successful final 'A' exam.
Career Ed.: Mrs. Ellis, Resource Per., eval. obj. as successful through final RPR, a grade of 'A', and the student's submission of a positive final report.
Back to Basics: The objective was evaluated as being successfully accomplished through the evidence exhibited in a well-written, final essay examination.

ACTIVITIES/OBJECTIVES SHEET
SUBJECT AREA: PUBLIC SERVICE (AUTO MECHANIC)

DEPARTMENT: Social Sciences
CLASS: Toward Community Growth
INSTRUCTOR: Dr. Baskerville/RP
GRADE LEVEL(S): 12
NO. OF STUDENTS: 1
TIME ALLOTMENT: 4 weeks

TEACHING OBJECTIVE: To develop an awareness of the 'Gestalt' of Rural Lifestyle vs. Urban
CAREER EDUCATION OBJECTIVE: To experience the lifestyle/occupation of an auto mechanic
"BACK TO BASICS" OBJECTIVE: To exhibit a well-written compendium of agrarian knowledge on the final essay examination

"FACILITATION" ORIENTATION OUTLINE

1) Formal Educational Experience(s)
   A 2-week LCEM class integrated into the Am. Gov't class; sound filmstrips, transparencies, lecture, discussion concerning the Gestalt of rural occu.
2) Informal Educational Experience(s)
   A 2-week, day-by-day occupational experience with an auto mechanic: worked on major overhauls, tune ups, brakes, tires, transmissions and rear end work.
3) Social Environment
   Daily social relationship with employees and customers.
4) Physical Environment
   An auto repair shop located in Lake City and tools.

"PATHWAY" STRATEGY

1) Exploration
   Utilization of the Iowa Car. Ed. Model & LCEM; in jr. year admin. KUDER OIS; elicit ranked, occu. pref. from student, then counsel with Dir. & Counselor.
2) Acquisition
   Instruct the student during the 2-week, integrated Career Ed. class on rural occupations, rural economy, rural lifestyles, the psychology of rural living, rural demography, culture, customs & occu. survival.
3) Development
   To be accomplished through the initial meeting of student/resource person at an evening get-acquainted session; and, through the instructional tech./respon. of resource per.
4) Application
   To be accomplished through the day-to-day routine and consequential learning process contained within the 2-week occupational experience.

"COMMUNITY" LEVELS: A) TARGETED B) INVOLVED

A) Local

B) Local

EVALUATION OF OBJECTIVE(S) AS MET IN THIS ACTIVITY AND METHOD OF EVALUATION:

Teaching: The objective was evaluated as being accomplished through individually-initiated conversations with the stud. in class, and through successful final 'C' exam.
Career Ed.: Mr. Kim Barkmier, Resource Per., eval. obj. as successful through final RPR, a grade of 'A-', and the student's submission of a positive final report.
Back to Basics: The objective was evaluated as being successfully accomplished through the evidence exhibited in a well-written, final essay examination.

ACTIVITIES/OBJECTIVES SHEET
SUBJECT AREA: PUBLIC SERVICE (LAWYER)

DEPARTMENT: Social Sciences
CLASS: Toward Community Growth
INSTRUCTOR: Dr. Baskerville/RP
GRADE LEVEL(S): 12
NO. OF STUDENTS: 1
TIME ALLOTMENT: 4 weeks

TEACHING OBJECTIVE: To develop an awareness of the 'Gestalt' of Rural Lifestyle vs. Urban
CAREER EDUCATION OBJECTIVE: To experience the lifestyle/occupation of a rural lawyer
"BACK TO BASICS" OBJECTIVE: To exhibit a well-written compendium of agrarian knowledge on the final essay examination

"FACILITATION" ORIENTATION OUTLINE

1) Formal Educational Experience(s)
   A 2-week LCEM class integrated into the Am. Gov't class; sound filmstrips, transparencies, lecture, discussion concerning the Gestalt of rural occu.
2) Informal Educational Experience(s)
   A 2-week, day-by-day occupational experience with the local lawyer: filled out tax forms, researched adoption case and observed court procedings.
3) Social Environment
   Daily social relationship with Gray and Gray, legal secretaries, clients and courthouse personnel.
4) Physical Environment
   An office located in Rockwell City; law books, office machines, furniture.

"PATHWAY" STRATEGY

1) Exploration
   Utilization of the Iowa Car. Ed. Model & LCEM; in jr. year admin. KUDER OIS; elicit ranked, occu. pref. from student, then counsel with Dir. & Counselor.
2) Acquisition
   Instruct the student during the 2-week, integrated Career Ed. class on rural occupations, rural economy, rural lifestyles, the psychology of rural living, rural demography, culture, customs & occu. survival.
3) Development
   To be accomplished through the initial meeting of student/resource person at an evening get-acquainted session; and, through the instructional tech./respon. of resource per.
4) Application
   To be accomplished through the day-to-day routine and consequential learning process contained within the 2-week occupational experience.

"COMMUNITY" LEVELS: A) TARGETED B) INVOLVED

A) Local

B) Local

EVALUATION OF OBJECTIVE(S) AS MET IN THIS ACTIVITY AND METHOD OF EVALUATION:

Teaching: The objective was evaluated as being accomplished through individually-initiated conversations with the stud. in class, and through successful final 'A+' exam.
Career Ed.: Mr. Dale Gray, Resource Per., eval. obj. as successful through final RPR, a grade of 'B', and the student's submission of a positive final report.
Back to Basics: The objective was evaluated as being successfully accomplished through the evidence exhibited in a well-written, final essay examination.

ACTIVITIES/OBJECTIVES SHEET
SUBJECT AREA: AGRI-BUSINESS (FLORIST)

DEPARTMENT: Social Sciences
CLASS: Toward Community Growth
INSTRUCTOR: Dr. Baskerville/RP
GRADE LEVEL(S): 12
NO. OF STUDENTS: 1
TIME ALLOTMENT: 4 weeks

TEACHING OBJECTIVE: To develop an awareness of the 'Gestalt' of Rural Lifestyle vs. Urban
CAREER EDUCATION OBJECTIVE: To experience the lifestyle/occupation of a rural florist
"BACK TO BASICS" OBJECTIVE: To exhibit a well-written compendium of agrarian knowledge on the final essay examination

"FACILITATION" ORIENTATION OUTLINE

1) Formal Educational Experience(s)
   A 2-week LCEM class integrated into the Am. Gov't class; sound filmstrips, transparencies, lecture, discussion concerning the Gestalt of rural occu.
2) Informal Educational Experience(s)
   A 2-week, day-by-day occupational experience with the local florist: planted plants, made floral arrangements & corsages, cleaned cooler and filled it with flowers, made out statements.
3) Social Environment
   Daily social relationship with Paul and Deb Foster, Resource Persons, and other employees and customers.
4) Physical Environment
   A greenhouse and florist shop located in Rockwell City; planting materials, office equipment and furniture.

"PATHWAY" STRATEGY

1) Exploration
   Utilization of the Iowa Car. Ed. Model & LCEM; in jr. year admin. KUDER OIS; elicit ranked, occu. pref. from student, then counsel with Dir. & Counselor.
2) Acquisition
   Instruct the student during the 2-week, integrated Career Ed. class on rural occupations, rural economy, rural lifestyles, the psychology of rural living, rural demography, culture, customs & occu. survival.
3) Development
   To be accomplished through the initial meeting of student/resource person at an evening get-acquainted session; and, through the instructional tech./respon. of resource per.
4) Application
   To be accomplished through the day-to-day routine and consequential learning process contained within the 2-week occupational experience.

"COMMUNITY" LEVELS: A) TARGETED B) INVOLVED

A) Local

B) Local

EVALUATION OF OBJECTIVE(S) AS MET IN THIS ACTIVITY AND METHOD OF EVALUATION:

Teaching: The objective was evaluated as being accomplished through individually-initiated conversations with the stud. in class, and through successful final 'A' exam.
Career Ed.: Mr. & Mrs. Paul Foster, Resource Per., eval. obj. through final RPR, a grade of 'B-', and the student's submission of a positive final report.
Back to Basics: The objective was evaluated as being successfully accomplished through the evidence exhibited in a well-written, final essay examination.

APPENDIX E
Lohrville Career Education Model/Student Report

STUDENT OCCUPATIONAL EXPERIENCE
REPORT – LCEM/SR

NAME_____

DATES: (Inclusive) _____

NAME OF RESOURCE PERSON _____

FAC. SUPRV. _____

TYPE OF EXPERIENCE _____

As a senior student enrolled in the Lohrville Community High School you have just finished two weeks of a supervised occupational experience. The Lohrville Career Education Model, (LCEM), has been designed to help you explore local career opportunities and agrarian-based psychologies and philosophies of rural socio-economic lifestyles.

Please respond to the following questions/statements concerning your recently completed occupational experience. Be as honest as you can with your responses. This LCEM/SR will be placed in your permanent records for future reference and analyzation. Only you, your occupational experience supervisor, your faculty supervisor and school guidance counselor will have access to your LCEM/SR.

DIRECTIONS: Please circle the response which you feel is appropriate.

1) Did you enjoy your two-week occupational experience?
   no somewhat yes

2) Was your occupational experience supervisor cooperative?
   no somewhat yes

3) Was the experience what you had expected?
   no somewhat yes

4) Do you now feel that you could possibly have a future career in and around the local area?
   no somewhat yes

5) Did your occupational supervisor indicate the chance of post-graduation employment with his/her firm or business?
   no somewhat yes

6) Prior to your occupational experience, did you feel that you could possibly have a future career in and around the local area?
   no somewhat yes

7) Following graduation from high school will you live and work in and around the local area?
   no maybe yes

8) If you graduate from a two-year or a four-year college will you live and work in and around the local area?
   no maybe yes

9) Will you *definitely* leave the local area when you choose your future occupation?
   no maybe yes

10) Do you now feel that you will play an important role in the success or failure of your local community and school district?
   no somewhat yes

II. Please provide a short, narrative response to the following questions.

1) What did you specifically enjoy about your supervised occupational experience?

2) What did you not like about your supervised occupational experience?

3) What will make you the happiest concerning your life in the future and your chosen occupation?

4) As you perceive the situation, what can be done by you and your classmates to build and improve the community in which you now live?

5) Define the role of the school in a small community:

APPENDIX F
Lohrville Career Education Model/Resource Person Report

RESOURCE PERSON SUPERVISION
REPORT – LCEM/RPR

NAME_____

DATES: (Inclusive) _____

NAME OF STUDENT SUPERVISED _____

TYPE OF EXPERIENCE _____

As an individual who earns his/her living either within and/or around the Lohrville Community School District, you have recently completed the supervision of a local high school senior in a career education occupational experience. The Lohrville Career Education Model, (LCEM), has been designed to help local youth explore career opportunities in their own community. For decades rural youth have been 'educated' to leave their homes and seek careers in urban areas. Our educational philosophy has been urban-based and urban-motivated rather than rural-rooted. The LCEM seeks to put an end to that trend by helping agrarian youth explore career opportunities locally before being sent away to seek 'fame and fortune' elsewhere. The LCEM assumes that there are alternative career lifestyles in addition to a multitude of urban models from which rural youth are literally forced to choose. Outmigration need not be a 'way-of-life' for rural youth.

Please respond to the following statements/questions concerning your recent supervision of an occupational experience. Be as honest as you can with your responses. This LCEM/RPR will be placed in the student's permanent records for future reference and analyzation. Only you, your student, the student's faculty supervisor, and the school guidance counselor will have access to this LCEM/RPR form.

DIRECTIONS: Please circle the response which you feel is appropriate.

1) Did you enjoy your two-week supervisor experience?
   no somewhat yes
2) Was the student you supervised cooperative?
   no somewhat yes
3) Was the experience what you had expected?
   no somewhat yes
4) Do you now feel that this student could possibly have a future career in and around the local area?
   no somewhat yes
5) Did the student indicate the possibility of seeking post-graduation employment with your firm or business?
   no somewhat yes
6) Prior to your supervisory experience did you feel that this student could possibly have a future career in and around the local area?
   no somewhat yes
7) Do you feel that this student could play an important role in the success or failure of your local community and school district?
   no somewhat yes
8) Are you concerned with maintaining the local school in your community, kindergarten through twelfth grade?
   no somewhat yes
9) Are you concerned with the outmigration of local students; educating students for 13 years and then losing them to other communities?
   no somewhat yes
10) Do you feel that local students, following college or skill-training, are encouraged to return to the local community?
   no somewhat yes

II. Please provide a short, narrative response to the following questions.

1) What did you specifically enjoy in your role as an occupational supervisor?

2) What did you not like in your role as an occupational supervisor?

3) Have you been 'happy' in your chosen profession in this community? Please explain:

4) As you perceive the situation, what can be done by you and your fellow citizens to build and improve the community in which you now live?

5) Define the role of the school in a small community:

On a traditional grading basis, please circle the grade you feel your supervised student has earned. Please feel free to provide comments.

A+ A A- B+ B B- C+ C C- D+ D D- F O

APPENDIX G
LCEM Final Examination - Fall Term

LCEM FINAL EXAMINATION - FALL TERM

NAME _____

DATE _____

LCEM-OE GRADE, (.4)	_____
LCEM FACULTY SUPERVISOR GRADE, (.2)	_____
LCEM FINAL EXAMINATION GRADE, (.4)	_____
FINAL LCEM GRADE, FALL TERM, (1.0)	_____

DIRECTIONS: PLEASE DO NOT PROVIDE ANSWERS ON THIS PAGE. UTILIZE THE BLANK PAGES WHICH HAVE BEEN APPENDAGED TO THE COVER SHEET.

_____(ESSAY, 20 POINTS) -
"What are 'Town Builders?' Why would one author refer to a Lohrville of 50-60 years ago as a *universe*?"

_____(ESSAY, 20 POINTS) -
"In-class discussion cited some positive, optimistic reasons concerning the future physical growth of Lohrville. Please explain some of these reasons."

_____(ESSAY, 20 POINTS) -
"What is meant by the term 'ethnic community?' In your opinion, is Lohrville an 'ethnic' or 'Non-ethnic' community, and has this been good or bad for the town?"

_____(ESSAY, 20 POINTS) -
"What is needed to make the economy of Lohrville more affluent? Why is it important to look at the 'Gestalt' of a situation, (for example the relatively poor Lohrville economic situation), if improvement or progress is ever to be made?"

_____(ESSAY, 20 POINTS) -
"What does the phrase 'Listen to the Land' mean to you; to the future of Lohrville?"

APPENDIX H
LCEM Final Examination - Spring Term

LCEM FINAL EXAMINATION - SPRING TERM

NAME_____

DATE _____

LCEM-OE GRADE, (.5) ..... _____

LCEM FINAL EXAMINATION GRADE, (.5) ..... _____

FINAL LCEM GRADE, SPRING TERM, (1.0) ..... _____

DIRECTIONS: PLEASE DO NOT PROVIDE ANSWERS ON THIS PAGE. UTILIZE THE BLANK PAGES WHICH HAVE BEEN APPENDAGED TO THE COVER SHEET.

_____(ESSAY, 20 POINTS) -
"In class discussion 'rural citizens' were described as being a minority. Is this an accurate assessment? Please explain your reasoning with pertinent examples of fact."

_____(ESSAY, 20 POINTS) -
"Construct a descriptive definition for 'rural' which imitates the narrative illustration developed for inclusion in the study *Toward Community Growth.*"

_____(ESSAY, 20 POINTS) -
"Using class-discussion and class-presentation describe a rural, small-community person who could be honestly called an 'everyday hero.' What must this individual do in order to earn this title?"

_____(ESSAY, 20 POINTS) -
"What is meant by the phrase 'synonomous cities!'"

_____(ESSAY, 20 POINTS) -
"Describe the interdisciplinary process for developing, building and strengthening a small, rural community."

_____(ESSAY, 05 POINTS) -
"Explain, in some detail, what your senior year Career Education experiences and rural studies' classes have meant to you."

APPENDIX I
Program Evaluation and Review Techniques

PROGRAM EVALUATION AND REVIEW TECHNIQUES FOR THE LOHRVILLE CAREER EDUCATION MODEL

Learner/Project Outcome and/or Objectives	Accomplished by: Methods, Activities, etc.	Person(s) Responsible	Starting/ Completion Dates	Criteria for Success	Evaluation Design	Data Collection Instruments/ Sources	Data Analysis	Data Availability
1) To possess gen. knowledge of local hist. & socio-econ. cond./philos.	In-class lecture and local resource personnel with audio-visual materials	Career Education Coordinator	Sept. 25, 1978 through Sept. 29, 1978	Passing mark on objective exam	Posttest; objective	Locally prepared exam & standardized VMI posttest examination	Descriptive, statistical analyzation objective/ subjective	Sept. 29, 1978
2) To develop an awareness of local career opportunities	In-class instruction, fall-spring occupational experiences and audio-visual materials	Career Education Coord. and Faculty/ Local Resource Personnel, (RP)	Sept. 25, 1978 through Oct. 20, 1978 and April 2, 1979 through Apr. 27, 1979	Completion of occupa. exp. & positive RP/Fac. reports	Posttest; narrative and subj.	Locally prepared essay examinations and Faculty/ Resource Personnel reports	Narrative analyzation-subjective	Oct. 20, 1978 and Apr. 27, 1979
3) To assess attitudes toward local car. occu.; the local community & educa. in gen.	Testing: Before fall classes & occu. exp. and following spring classes & occupational experiences	Career Education Coordinator	Sept. 25, 1978 and Apr. 27, 1979	Statistically signif. increase in posttest attitudes	Pretest, (fall); posttest, (spring)	Likert Attitudinal Scale	Descriptive; statistically significant at a pre-determined alpha level	Apr. 27, 1979
4) To assess attitudes of control groups in similar-sized districts toward local car. occu. and their own local communities	Testing: Distribution of the fall pretest and the spring posttest	Career Education Coordinator	Sept. 25, 1978 and Apr. 27, 1979	No stat. sig. between fall attitudes & spring attitudes	Pretest, (fall); posttest, (spring)	Likert Attitudinal Scale	Descriptive; statistically no significance at a pre-determined alpha level	Apr. 27, 1979

APPENDIX J
LCEM-CE Fall Occupational Experiences

1978-79 Fall LCEM-CE Occupational Experience — Sept. 25 - Oct. 6

STUDENT	*EXPERIENCE*
1) Alliger, Barb	Margaret Seeck's Tax and Accounting Office - Lohrville
2) Boettcher, Michaela	Arthur Mally, D.V.M. - Lake City
3) Buttolph, Mary	Joseph Smith, D.C. - Lohrville
4) Cooklin, Suzette	Lower elementary Student-Teacher; Ms. Rose - Lohrville
5) Coon, Mark	Headley's Plunbing & Heating, (electrical) - Lohrville
6) Dischler, Julie	Lohrville Savings Bank - Lohrville
7) Gemberling, Warren	Lohrville Savings Bank - Lohrville
8) Hanlon, Kerry	Lightner Farms, (mechanical) - Lohrville
9) Hasty, Cindy	Headley's Plumbing & Heating, (electrical) - Lohrville
10) Hirschberg, Jim	Art Education; Ms. Porter - Lohrville
11) Hood, John	Law Enforcement; Terry Armfield - Lohrville
12) Kalous, Rosanne	Nursery/Day Care Center; Faith Blaskovich - Lake City
13) Kavanaugh, Chris	Headley's Plumbing & Heating, (plumbing) - Lohrville
14) Lohr, Alan	Music Education; Mr. Mattison - Lohrville
15) Miller, Pat	Farm Center; Gary Imhoff - Lohrville
16) Minnehan, Joe	Arthur Mally, D.V.M. - Lake City
17) Monahan, Ron	Lohrville Lumber Co.; Lyle Gulbranson - Lohrville
18) Nelsen, Patty	Simplot; Vern Hammitt - Lohrville - (Clerical)
19) Post, Lori	Air Electric; Jeri Hendricks, (clerical) - Lohrville
20) Pudenz, Julius	Lohrville Lumber Co.; Lyle Gulbranson - Lohrville
21) Riedesel, Roni	Diane's Beauty Salon; Diane Green - Lohrville
22) Schaffer, Lory	Nursery/Day Care Center; Faith Blaskovich - Lake City
23) Schamel, Candy	Farley's Fabric Center; Austin Farley - Lake City
24) Schmitt, Bill	Mathematics Education; Mr. Huseman - Lohrville
25) Sommerfeld, Janet	Rands Elevator Co.; Charlotte Haub, (clerical) - Rockwell City
26) Tasler, Jackie	Social Work; Kyle McCard - AEA Office - Rockwell City
27) Webb, Randy	Davis Radio & T.V., Earl Davis, (General Repair) - Lohrville

APPENDIX K
LCEM-CE Spring Occupational Experiences

1978-79 Spring LCEM-CE Occupational Experience — April 2-13

STUDENT	*EXPERIENCE*
1) Alliger, Barb	Elementary Education; Ms. Rose - Lohrville
2) Boettcher, Michaela	Winkleman Farms; Wm. P. Winkleman - Lohrville
3) Buttolph, Mary	McCrary-Rost Clinic; (Health Occupations) - Lake City
4) Cooklin, Suzette	Simplot; Vern Hammit; (Clerical) - Lohrville
5) Coon, Mark	Headley's Plumbing & Heating; (Electrical) - Lohrville
6) Dischler, Julie	Legal Secretary; Gray and Gray - Rockwell City
7) Gemberling, Warren	Lawyer/Legal Ass't.; Gray and Gray - Rockwell City
8) Hanlon, Kerry	Industrial Arts Education; Mr. Hardersen - Lohrville
9) Hasty, Cindy	McCrary-Rost Clinic; (Business/Clerical) - Lake City
10) Hirschberg, Jim	Photography, Self-Employed; R.C. *Advocate* - Rockwell City
11) Hood, John	Agribusiness; Wightman Elevator - Lohrville
12) Kalous, Rosanne	Interior Shop; (Home Decoration) - Rockwell City
13) Kavanaugh, Chris	Lohrville Lumber Co.; Lyle Gulbranson - Lohrville
14) Lohr, Alan	Music Education; Mr. Mattison - Lohrville
15) Miller, Pat	McLaughlin Farms; (Trucking); B. McLaughlin - Glidden
16) Minnehan, Joe	Arthur Mally, D.V.M.; (Vet. Ass't.) - Lake City
17) Monahan, Ron	J & K Auto; (Mechanic) - Lake City
18) Nelsen, Patty	Lohrville Savings Bank; M. Newland - Lohrville
19) Post, Lori	Headley's Plumbing & Heating; (Clerical) - Lohrville
20) Pudenz, Julius	Breda Creamery; (Agribusiness) - Breda
21) Riedesel, Roni	Wandell's Photography Studio; (General) - Carroll
22) Schaffer, Lory	Parkside Florist; (Floral Arrangement) - Rockwell City
23) Schamel, Candy	Linda's Fabric; Linda Hardy; (Seamstress) - Lohrville
24) Schmitt, Bill	Davis Radio & TV; (General Repair) - Lohrville
25) Sommerfeld, Janet	ASCS Office; (Agribusiness/Clerical) - Rockwell City
26) Tasler, Jackie	Art Education; Ms. Porter - Lohrville
27) Webb, Randy	Farm Co-op Center; (Agribusiness) - Lohrville

APPENDIX L
Elementary Local Career Education Visitations

TO: Lohrville Elementary Teachers
RE: Dr. R.A. Baskerville
SUB: Local Career Education Visitations

Below you will find a partial list of local Lohrville businesses. I would highly encourage on-site visitations. Questions which should be asked include: 1) Have you always lived in Lohrville? 2) Do you like your local community? 3) How does your business make money? 4) Are you happy with your work in Lohrville? 5) What do you feel could be done to make Lohrville a better place in which to live and work? 6) Would you rather raise your family in a small town, a medium-sized town, or a big city? 7) Which classes would prepare me best for your job?

BUSINESS NAME	*RELATED CAREERS*	*CONTACT PERSON*
Air Electric Co.	Secretarial, skilled labor, managerial	Lowell Christensen
Ambulance Service	Public service, med. emer., paramedic	Larry Headley
Berger Auto Sales	Body work, mechanical, retail sales	Gerald Berger
Brown Funeral Home	Funeral Director	Verda Brown
Co-op Farm Center	Agri-business	Gary Imhoff
Dan's Cabinet Shop	Woodwork, construction	Danny Schamel
Davis Radio & TV	Electronics, Repair, Sales, Mgt.	Earl Davis
Dick's Market	Butcher, retail, stocking, bkkpg.	Dick Heath
Headley's Plbg./Hting.	Sales, Repair, Constr., office work	Larry Headley
Hirschberg	Lawyer/Farmer	Larry Hirschberg
Lightner's Farms	Big Equip. Repair, agri-business	Fritz Lightner
Lohrville Locker	Butcher, Packer, Mgt., Sales	Leonard Morlan
Lohrville Lumber Co.	Carpentry, retail sales, mgt.	Lyle Gulbranson
Lohrville Savings Bk.	Teller, loans, pres., accting.	Mike Newland
Police Dept.	Law enforcement, equip., responsibilities	Terry Armfield
Post Office	Clerk, postmaster, delivery	Marvin Knapp
Smith, Joseph (D.C.)	Chiropractical services	J.D. Smith, D.C.
Winkelman Farms	Pony Rancher, sales, business	Rick Cunningham

APPENDIX M
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(Editor's note: Books, texts, newspapers, journals, periodicals, dissertations, government studies, reports, articles, personal interviews, and addresses have been presented as one alphabetized bibliographical entry.)

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